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ABSTRACT

This curriculum guide offers a complete program for teaching pre-employment job-seeking skills that can be implemented in the secondary or postsecondary school. It contains 15 units on job search methods and job survival skills, divided into 40 lesson plans that teachers can use in the classroom. The material is intended to be integrated into regular vocational education courses, or used as a self-contained one-fourth credit course. Subjects covered in the units include an introduction to the course of study, sources of employment, data sheets and resumes, initial contact with employers, application forms, employment tests, job interviews, rejection shock, being hired, job survival, job advancement, termination of employment, equal employment opportunity, and evaluation. The final unit is a student handbook for the course, and a bibliography also is included. Many of the pages in the guide can be reproduced and given to students for worksheets or may be used to make transparencies for use with an overhead projector. (KC)

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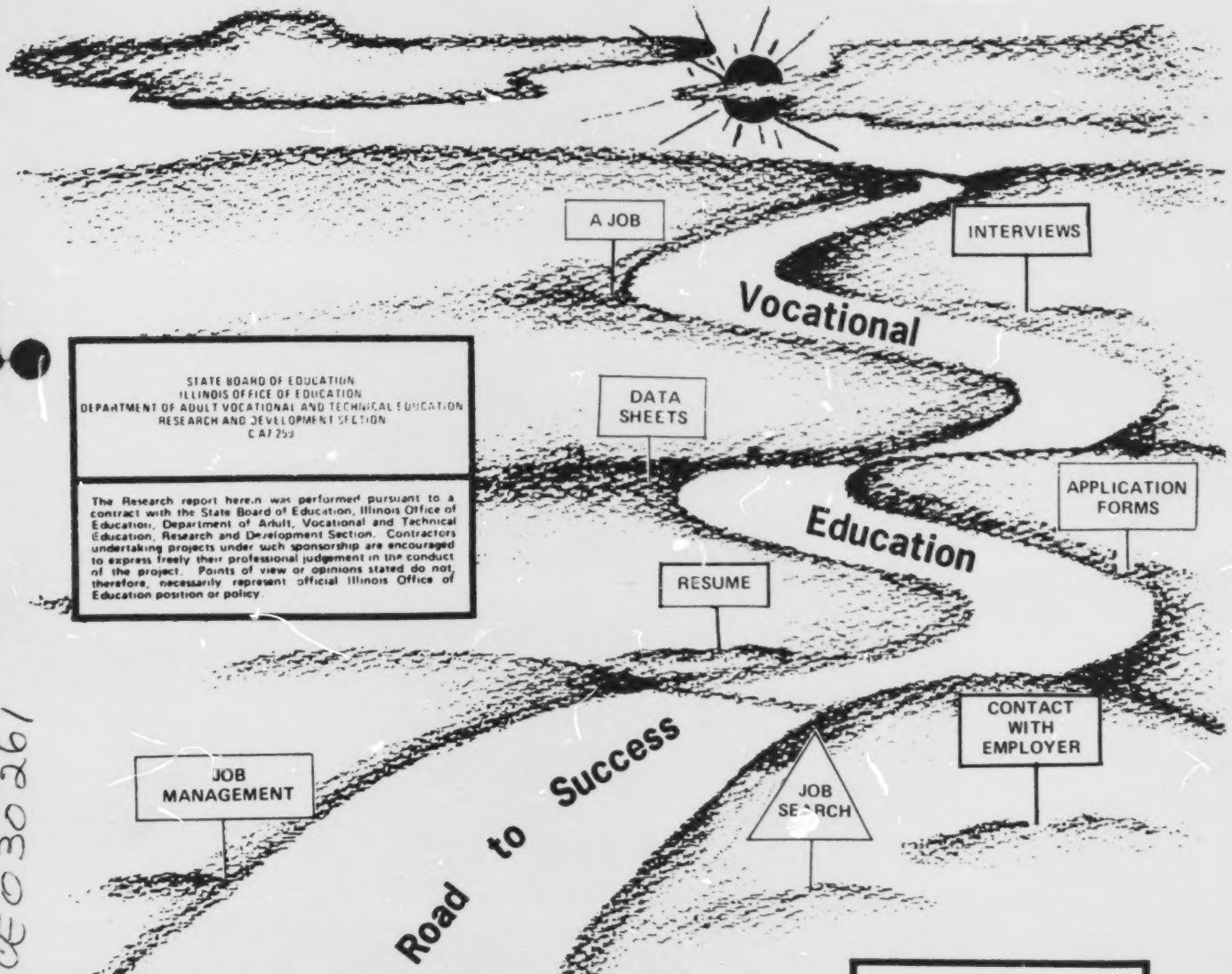
A CURRICULUM GUIDE for PRE-EMPLOYMENT SKILLS



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Steve Pollock, Project Director
JOHNSBURG HIGH SCHOOL
McHenry, Illinois
Revised August 1978

DEDICATED

To the progressive teachers in Illinois that are concerned with each student's reaching his or her career goals in life.

ACKNOWLEDGEMENTS

I wish to take this opportunity to express my sincere appreciation to the many people and organizations who have contributed their expertise and time to make this curriculum guide possible.

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Project Director

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INTRODUCTION

In recent years we have seen a tremendous growth in vocational-technical education and thus an increased opportunity for youth and adults. Today many students completing school have an entry level-skill to offer the world of work. Schools need to meet the promises made to students and parents about jobs and employability of graduates. Research completed on pre-employment skills of students clearly shows a need for this program as a part of a total vocational program to aid the students transition from school to the world of work.

There had been a mounting concern for accountability in our educational system in recent years. I believe school systems need to be more accountable for federal, state and local monies spent for education. Parents and students are also concerned about accountability. Many students spend 12 years in public schools and at the end they are "all dressed up but no where to go." A pre-employment skills program in school systems will supply the students with the skills to help them get to where they want to go.

Many schools provide some pre-employment skills information to their students. This project will attempt to bring together the materials now in use and develop needed materials to make a complete course of study to be used as a teacher's guide or daily lesson plan if a school adopts the program as written.

The average person entering the work force today will change jobs seven times during his or her working years. This person will change careers four to nine times. There are about 44,000 job titles now, and by 1987 there will be 10,000 new job titles that will require new skills to enter.

This curriculum guide will aid the vocational planners to include pre-employment skills in their school system. This should be the cap stone course that students will complete before entering the world of work.

Today many schools are implementing career assistance and placement services for students. We believe there is a place in the school curriculum to include a program in pre-employment skills to improve placement services.

TO THE INSTRUCTOR

We, the project staff, believe that this course of study can be introduced to the student body in such a way that students will see a need for these skills and will register for this ¼ credit seminar course.

The material presented in this curriculum guide may be used as a complete course or any part of it may be used in different classes now being taught in your school. Research shows that many students in Vocational Education programs do not have an opportunity to learn these skills in schools today.

The curriculum guide is divided into 15 chapters and 40 lessons covering the skills needed to compete in the job market. Students who become competent in pre-employment skills will be better prepared to enter the world of work.

Many of the pages in this guide may be reproduced and given to the students for work sheets or may be used to make transparencies for use with the over head projector to present the material to the class.

The evaluation of the program may best be made from the results of follow-up studies on the students that completed this course and now are employed in today's work force.

Each student should provide a folder to keep all of his or her working papers developed while enrolled in this program. This will be their own resource file to refer to before they apply for jobs. This student file may be turned in at the end of the course and graded in lieu of giving a final exam.

Research shows there are many approaches to job hunting and finding employment. The information in this curriculum guide was selected as one way a person may seek employment. What works for one may not work for someone else but may be modified to fit all students entering the job market.

NOTE: The back of each page is left blank for instructors to add new information as the guide is used to keep it up-dated.

THE TEN COMMANDMENTS
of Job Hunting

I. Thou shalt not be a know—it—all . . .nor a slouch

II. Thou shalt be clean of body and appropriate in dress

III. Thou shalt have no other pals along

IV. Thou shalt not bad—mouth persons or places past

V. Thou shalt not smoke or chew gum

VI. Thou shalt wear shined shoes

VII. Thou shalt not be greedy—perhaps thou are not worth $3.50 an hour

VIII. Thou shalt be willing to start at the bottom and be eager to work thy way up.

IX. Thou shalt speak and act as if thou hadst learned good manners at home—do this in remembrance of Mom—

X. Above all, thou shalt be courteous, realizing full well that an employer too, is human: like thee, he needs to feel accepted.

PRE-EMPLOYMENT COMPETENCIES

Students completing the pre-employment skills programs will have the following competencies:

1. The student will develop an understanding of the skills needed to seek employment in the world of work and to meet their career goals.

2. The student will learn to select people they know as resources to finding jobs. Letter writing skills will be improved by writing practice letters for getting assistance from people they know.

3. The student will be able to locate, read, and understand want ads and follow through on jobs of interest.

4. The student will be able to distinguish between the major functions of private and public employment agencies and will generally know what to expect from each.

5. Given the information on the school's placement services the student will be able to use these services in his or her job search.

6. The student will gain basic understanding of purposes and functions of unions, apprenticeships, professional and trade organizations, civic and fraternal organizations, and the civil service system and how they may be used in getting a job.

7. The student will appreciate the purpose of and necessity for preparing a well-developed personal resume.

8. The student will develop, organize, and prepare an acceptable personal resume to use as a personal model.

9. The student will become proficient in using the telephone skill in his or her search for employment, recognizing the need for courtesy and a pleasant, well-modulated speaking voice..

10. The student will become proficient at writing purposive letters which reflect the standards of convention together with the necessary ingredients of success.

11. The student will recognize the necessity and value of the walk-in procedure as an effective method of job seeking.

12. Given a list of words related to job application forms, the student will be able to spell and define these words to 100% accuracy.

13. Given a list of standard abbreviations used on application forms, the student will be able to understand their definition to the satisfaction of the instructor.

14. Given a list of application form components and procedures, the student will develop an understanding of each to the instructor's satisfaction.

15 & 16. The student will be able to complete the sample job application forms given in class.

17. The student will be able to name the different kinds of tests and their purposes.

18. Given the content of this lesson, the student will be able to approach common test forms with greater knowledge of increasing his or her probability of greater success in test-taking.

19. Given the standards outlined in this lesson, the student will be able to prepare himself/herself for the job interview with regard to personal appearance (i.e. grooming, clothing, personal action).

20. Given a list of questions frequently asked in job interviews, the student will be familiar with the types of questions asked and will be able to answer (in his/her own words) concisely these questions to the satisfaction of the instructor.

21. Given a list of problem situations and questions and suggested solutions, the student will become familiar with how to handle a problem situation that arises in a job interview to the satisfaction of the instructor.

22. The student will become more familiar with what to expect in a typical job interview situation and will become aware of the necessity of being able to handle various approaches frequently encountered when being interviewed for a job.

23. To develop an appreciation for the many factors that go together in the making of a successful interview--common reasons why applicants fail to be hired, the criteria generally used in evaluating job candidates in the interview, and the different things that turn interviewers off..

24. To give the student a working knowledge of the conventions, practices, and demeanor associated with the job interview process. instilling within him or her a value of what is proper when being interviewed for a job.

25. The student will be able to apply the concepts of successful interviewing in practice situations which will be criticized through class discussion.

26. The student will gain an understanding of what will be expected during the interview process and will be able to prepare accordingly.

27. The student will learn to recognize the hazards of becoming discouraged after unsuccessful attempts to land a job and will be prepared to encounter rejection shock as a possible factor in his or her own job search.

28. To acquaint the student with the types of forms that may be required of him or her and their purpose.

29. To review and enhance the understanding of the role of unions and professional organizations and the provisions under which one accepts employment.

30. To discourage the use of stated salary as the sole criterion used in the selection of a job and to develop an appreciation for the contributions of typical employee benefits.

31. The student will be able to analyze a prospective job objectively and with particular attention and concern for the details that may be decisive factors in his or her subsequent satisfaction and success on the job, as well as that of the employer's.

32. The student will become sensitized to the major laws dealing with employer and employee rights and their direction, intent, and general content.

33. Given the information sheet "Individual Adjustment to Work", the student will better understand some adjustments necessary to a working situation and be better prepared to make such adjustments.

34. To demonstrate to the students the need to develop the skills of giving and following instructions and how this relates to job survival.

35. Given the information sheet for Lesson #35, the student will be familiar with what to expect from a supervisor on the job and what is expected of the worker, also the importance of this relationship in a working situation.

36. Given the information sheet for Lesson #36, the student will better understand how relationships with co-workers effect a working situation and why it is important to get along with others.

37. The student will be able to list the elements of success on the job and the criteria for self-assessment of one's performance on the job.

38. The student will become familiar with the proper procedures necessary in resigning from a job.

39. The student will gain an understanding of the major reasons why workers are fired from their jobs.

40. The student will develop positive attitudes about the necessity of taking constructive steps when being out of work.

41. The student will be able to provide a basic definition and understanding of the nature, purpose, and application of Equal Employment Opportunity.

42. Each student will compile a folder containing the material developed during the course. Each folder will be complete, comprehensive, orderly, and sufficient for the actual job search to be undertaken upon graduation.

CHAPTER I INTRODUCTION TO THE COURSE OF STUDY

OBJECTIVE: To inform the students enrolled in this program of the skills needed to secure employment and how these skills will be developed in the pre-employment skills class.

RATIONALE: Finding and getting a job in today's highly competitive and continually expanding job marketplace demands very definite skills and know-how on the part of the job hunter--particularly when he or she is just getting started in a career. There are many conventions and practices in the world of work that may be real barriers between the young applicant and a satisfying job unless he or she knows how to successfully master them. This course of study attempts to both identify these possible problem areas and to provide the student with the means of successfully dealing with them.

STUDENT ACTION: Students will review and discuss the need of the competencies listed on the handout and how they relate to securing employment.

NOTE: This is the most important chapter. If the class gets off to a good start the students will master the competencies outlined in this curriculum guide.

LESSON NO. 1 INTRODUCTION TO THE COURSE OF STUDY

COMPETENCY:	The student will develop an understanding of the skills needed to seek employment in the world of work to meet his or her career goals.
SUPPLIES:	The instructor will supply each student with a copy of competencies (pages 6, 7, & 8) that are needed for successfully seeking employment.
STUDENT ACTION:	Students will discuss the course outline and develop an understanding of why they are enrolled in this program.
PERFORMANCE CHECK:	The instructor will evaluate the interaction of class members and questions asked to determine student interest and develop a plan of action to maintain student interest for this program.

NOTE: A student's self-confidence is necessary for successful presentation of herself/himself to a prospective employer.

CHAPTER II SOURCES OF EMPLOYMENT

OBJECTIVE: The student will be able to identify sources of employment and follow through to seek out information on possible jobs. Sources include people, want ads, employment agencies, civil service agencies, unions, apprenticeship programs, professional and trade organizations.

RATIONALE: Every job search has a starting point. Examination of sources of employment will very much influence the direction of the student's job-hunt.

This chapter will help the student look for employment via people he/she knows, classified ads, employment agencies (public and private), placement services of a local school, unions, appreciceship programs, professional and trade organizations and civil service agencies.

STUDENT ACTION:

1) Preparing a list of "contacts" and practicing letter writing to them.

2) Studying want ads and learning how to respond to them.

3) Comparing and contrasting relative merits of public and private employment agencies and the range of services provided by each.

4) Learning how to use a local school placement service to best advantage.

5) Understanding unions, trade and professional organizations, fraternal and civic organizations, and civil service systems as sources of employment, and learning how to use each to find a job.

LESSON NO. 2 PEOPLE YOU KNOW

COMPETENCY: The student will learn to select people he/she knows as resources for finding jobs. Letter writing skills will be improved by writing practice letters which enlist assistance from these people.

SUPPLIES: The instructor will supply file cards upon which students will develop lists of personal contacts.

STUDENT ACTION: Prepare a list of contacts.

"Experience shows that for most students the single best source of vital information and direct leads has been their own acquaintances."

Make a list of contacts, including people you know only vaguely. Include anyone and everyone. You will be selective later.

Fill out a file card for each contact. Include:

1) The person's name, address, zip code, and phone number.

2) A few words about how you think he or she might help you. For example, you might put "very active in church and civic groups, knows many prominent business people" or "when she visited home last she mentioned that the company she works for is always hiring".

3) A place to note when and how you contacted the person.

4) Space for comments and possible leads to follow up as a result of the contact.

Search your memory for as many contacts as possible. Then plan to get in touch with each of them. List only the persons you have met. Contacts with companies will be covered later.

Select at least one card from your file and practice writing a letter asking for help in finding a job.

PERFORMANCE CHECK: The instructor will discuss with students the lists of people they plan to contact about jobs. From this interaction the teacher can evaluate the students' skill in selecting appropriate people. The letter the student writes to a contact person will be evaluated as to content, spelling, and language mechanics.

NOTE: Don't keep your job hunt a secret! Spread the word! Beat the bushes! Leave no stones unturned!

WRITING LETTERS TO CONTACTS

Each of the people you know, no matter what his/her position in life, has a circle of friends, relatives, and associates who may be able to help you. It's up to your to utilize these circles without imposing on anyone.

Your friends and acquaintances will usually be glad to give you a hand if they can, provided that you don't ask too much of them and that you handle the request properly. After all, you would do the same for them if the positions were reversed, wouldn't you?

You could telephone or visit them but in most cases the best way to get your message across is by writing them a friendly letter. It's better because by writing you can state exactly what you mean. It's also more businesslike. It shows them you're really serious and not just shopping around. It is also a convenient way to leave contacts--something with your name on it to pass on to members of their own circle.

SUGGESTED OUTLINE FOR LETTER

1. Open by bringing your contact up to date in a very natural manner about what has happened since you last saw him or her. If your contact is only a slight acquaintance, you might allude to the circumstances under which you met, or mention a mutual friend. If you're writing a close friend or relative, open as you normally would. But keep the introduction brief.

2. Then get down to the purpose of your letter. Say clearly that you are looking for a job. Indicate the general kinds of work you are seeking, when you will be ready to go to work, geographical limitations, if any, and any other relevant factors.

3. Be sure to make the points (a) that the person you are writing to may or may not know of openings and (b) that within his/her circle of friends and associates, there is someone who has a job opening. Ask the person to see what he/she can do for you directly or indirectly.

4. Mention that you have developed a resume and have copies for anyone interested in seeing it and that you welcome opportunity to meet anyone that might know of openings.

5. Thank the person and tell him/her that you appreciate anything that can be done for you.

6. Close by saying whatever you would in a face-to-face parting from this friend or acquaintance.

7. Remember that you want the letter to be shown around, so be certain that it is very legible or typewritten, correct, and neat.

NOTE: When you receive a reply to a letter, put tangible leads or ideas on your file cards. Also call later or drop a note, thanking the person and telling how your job hunt is progressing.

LESSON NO. 3 WANT ADS

COMPETENCY: The student will be able to locate, read and understand want ads and follow through on jobs of interest.

SUPPLIES: The student will be given a copy of "list of abbreviations used in want-ads" and "Procedure Sheet Want-Ads".

The instructor will supply each student with a list of abbreviations used in want ads and sample want ads clipped from the newspapers and journals.

STUDENT ACTION: The students will discuss in class different types of help wanted ads and learn how to read them. Students will select help wanted ads from local newspapers and practice writing letters of application and telephoning to arrange interviews.

PERFORMANCE CHECK: The instructor will evaluate the students' discussion in class, their practice phone calls, and letters of application, checking for spelling and writing skills.

PROCEDURE SHEET: Want Ads

1. Read want-ads everyday, all of them--especially on Sundays (usually longer listing); get local papers and those from areas in which you are interested in working. Also check the journals and literature of the area you're interested in for want ads.
2. Circle the ones you are interested in.
3. Note all the particulars, so you are prepared when you call for an interview.
4. If the telephone number is listed, call right away. Have a note pad handy to write down names addresses, details, and appointment dates.
5. If an address is given, go in person. Personal interviewing techniques will be covered in a later chapter. Don't interview over the telephone; the purpose for calling is to arrange for an interview.
6. If a letter is requested, write immediately, include your name, address, phone number and resume.
7. Be quick; others are looking too!
8. Apply in person for jobs that are closely related to those you are looking for since employers may have other openings not advertised.

9. The more concrete and specific facts it mentions, the more the job offers.

10. Legitmate ads will give specific requirements jobseekers must meet in order to be considered; training, education, experience, physical demands, minimum age.

11. Learn to read between the lines of "attractive phrasing":

    "Public Contact" or "Public Relations" - usually means soliciting door to door or by phone.

    "Sales Promotion" - direct selling.

    "Outside Order Taking" - house to house canvassing.

    "Supervisory Position or Management Candidate" - if no specific requirements refer to gathering your friends and neighbors into sales team.

    "Earnings" - "Opportunity to Earn" - not what you will earn.

    "Investment Opportunity" - means spending your own money, usually to buy something which you then sell to others in hopes of making a profit.

12. A BLIND AD is one put in by an employment agency but doesn't say so in the advertisement. You must pay a fee to get a job through a private employment agency.

13. When you call about the ad, don't sound hesitant, nervous, bored or unassured. Refer to the specific want ad about which you are calling. Be clear, pleasant, and have answers to the questions you may be asked. But remember, your purpose is to get an interview. The less you say over the phone, the better. Be <u>sure</u> to get the person's name right (you may ask to have it spelled for you), the date and time of the interview, and the address. If you'll need directions on how to get there, ask.

14. Don't forget the yellow pages--they have advertisements telling location and type of possible employers.

LIST OF ABBREVIATIONS USED IN WANT-ADS

adv.	advertising
aft.	after
a.m.	morning
appt.	appointment
asst.	assistant
b.a.	board assistant
bet.	between
bgn.	begin or beginning
bldg.	building
bus.	business
clk.	clerk
co.	company
coll.	college
comm.	commission (pay based on how much business you do)
const.	construction
corp.	corporation (big company)
dept.	department
dir.	director
div.	division (part of company)
elec.	electric
empl.	employment
eqpt.	equipment
etc.	and so on
eves.	evenings
exc.	excellent
exp.	experience
ext.	extension
ftr.	future
gd.	good
gen.	general
grad.	graduate
hosp.	hospital
hqtrs.	headquarters
hr.	hours
hrly.	hourly
H.S.	high school
hvy.	heavy
incl.	including
ind.	industrial
ins.	insurance
jr.	junior (beginner or assistant)
lic.	license
lt.	light (a little)
mach.	machine
maint.	maintenance
mfg., manuf.	manufacturing (making things)
mech.	mechanic or mechanical
med.	medical
mgr.	manager
mo.	monthly
nec.	necessary (must have)
op., oper.	operator or operate
pd.	paid

p.m.	afternoon/evening
pref.	prefer
pt.	part or part-time
rm.	room
refs.	references
sal.	salary
secy.	secretary
sh., shthd.	shorthand
sr.	senior
temp.	temporary
trnee.	trainee (beginner)
typ.	typing or typist
U-W	Underwriter (insurance salesperson)
wk.	week or work
wkr.	worker
wpm	words per minute
yr.	year

LESSON NO. 4 EMPLOYMENT AGENCIES

COMPETENCY: The student will be able to distinguish between the major functions of private and public employment agencies and will know what each can do for him/her.

SUPPLIES: Information sheets on employment agencies which may be copied and given to students; sample employment service application form; Department of Labor brochures and handouts.

STUDENT ACTION: The student will participate in class discussion which compares and contrasts the services of public and private employment agencies and advantages and disadvantages of using each.

PERFORMANCE CHECK: The instructor will evaluate students' skills evidenced during class discussion and by assignments listed in the student action section.

NOTE: Even if there are no private employment agencies in your immediate area, it is important to deal with them as thoroughly as possible. When jobs are hard to find, both kinds of agencies are extremely important. Although studies show that most jobs are found through the applicants' own efforts, some applicants are successful through other means, including agencies.

PUBLIC EMPLOYMENT AGENCIES (FEDERAL-STATE)

Organization. Unlike private employment agencies which can exist only where they can profit by finding jobs for people, public employment agencies were created by legislation in 1933 to help people find jobs.

Because of legislation, there is a nationwide network of regional and local public employment agencies, organized by the state departments of labor. These departments work closely with the United States Department of Labor. This encourages uniform functions and quality of the top to comparatively small local agencies and provides a three-way-communications system for reporting employment figures and forecasts and for exchanging information about manpower needs from one area of a state to another, and from state to state.

Purpose. The role of the Illinois State Employment Service (ISES) is to serve employers who have jobs and persons who need jobs. It attempts to bring about an effective match, i.e., place persons in jobs which suit them and filling jobs with qualified persons. ISES's motto is, "Jobs for people; people for jobs."

Services. As local "job matchmakers" public employment offices provide professional services to applicants and to employers. They offer job counselling, aptitude testing, skill evaluation, and direct job referral and placement for individuals. They provide employers with assistance in determining manpower needs, developing affirmative action plans, testing job applicants for certain skills, and recruiting qualified persons for particular job openings.

Clientele. The Illinois State Employment Service charges no fee and is available to everyone, including all types of professionals, specialists. tradesmen, and workers of all kinds and descriptions, as well as to those who have no notions of what kinds of work they would like. Clients also include any or all employers.

Placement. After the job applicant and the employment counselor determine several kinds of jobs that are suitable for the individual, the job search is begun. There may be several desirable openings in the area. If not, information on the employment application (next page) is put into the computerized JOB MATCH system. The computer searches its files and prints out up-to-the-minute information about similar types of jobs currently available elsewhere. If there are none, or if the applicant does not wish to relocate, the ISES keeps on trying until a job match is accomplished. Any attempt to find a job should by all means include a visit to the ISES. Services are free and very effective.

NOTE: Individual ISES offices around the state will vary in staff size and extra services (counseling, testing) offered, but there is a basic commonality to expect when the student registers. Applicant will complete the application form, which is then reviewed by an interviewer (ES Manpower Rep.) during an interview with the applicant. Applicant may or may not be referred to a job at that time (depends on availability of job). After applicant leaves the office, the application enters a file and effort is made to notify applicant of subsequent jobs that come in. If applicant does not hear--call the office and let them know he/she is still looking (i.e., your file may be deactivated if no action occurs within set period of time).

Students should not be scared off is ISES office shares space with Unemployment Insurance.

EMPLOYMENT AGENCIES

Private employment agencies are profit-making enterprises. Like other businesses, private employment agencies provide products and services. Information about jobs and counselling services are examples. Products and services are paid by the jobseeker or the company that hires him/her. That's why private employment agencies are sometimes called "job middlemen". By providing special products and services, they meet very important needs of both jobseekers and employers. They match jobs with people and people with jobs.

Purpose. Agencies contract with individuals to do job finding and with companies to do position filling. Whether an agency represents the individual jobseeker or the prospective employer usually depends upon who will be paying the fee. Success depends upon how well an agency is able to effect an equitable match between the two. An agency won't stay in business long if (a) it sends employers unqualified clients or people who soon quit, or (b) it doesn't place individuals in satisfying jobs. Words soon gets out. Competition as free enterprises forces agencies to adhere to high performance standards.

Services. The range of services provided to the individual jobseeker varies greatly from agency to agency and usually depends upon client needs, the job market, and money. A person may require only a single job referral. Another person may need such things as aptitude and job preference testing, ability evaluation, career counselling, assistance in preparing applications and resumes, coaching on interview techniques and applying for a job, and finally several prearranged job referrals. In other words, for a fee, an agency will attempt to provide whatever is needed, including advertising and distributing resumes. An agency may represent an employer in much the same fashion, doing everything for the employer including advertising, screening, testing, and even pre-employment training. Many employment agencies are specialized. That is, they serve certain categories of people and employers. For example, business executives, social and health services, data processing, or other special fields.

Fees and Contracts. When dealing with a private employment agency, as in other situations which involve a contract, it is wise to be prudent and unassuming. The application filled out at a private agency is a contract.

If you are applying for a job at a private employment agency and the fee for that job is being paid by the company doing the hiring, you will be placed free. Otherwise, if the agency finds you a job, you owe the fee.

Fees vary a great deal. You may expect to pay between 50% and 75% of your first month's pay for jobs paying up to $850.00 per month; about a full month's pay for jobs with annual salaries around $12,000; and a much higher percentage of the annual salary for higher level positions.

Placement. Never forget that if you are hired by an employer to whom you were sent by the agency, you owe the fee unless you have been assured otherwise in advance. Be sure that you'll be happy with the job and that you know all that it entails before you accept the job.

NOTE: The teacher should be aware of some of the disreputable practices of agencies so students can learn to recognize them. E.g., "Bait and switch" - Lure applicants in with a job that doesn't exist and offer referral to less attractive one. Repeated placements: Beware of the agency that placed you on a job and calls in 1-2 months with a great new job (it means another fee to them and some actually try to see clients underemployed in order to work this game).

LESSON NO. 5 YOUR SCHOOL PLACEMENT SERVICE

COMPETENCY: Given the information on the school's placement services, the student will be able to use these services in his or her job search.

SUPPLIES: Provide the student with copies of material from the school placement service.

STUDENT ACTION: The student will discuss the services provided by the school placement office and what steps need to be taken to use this service. Complete the material passed out in class to be returned to the placement office.

PERFORMANCE CHECK: The instructor will evaluate the material completed in class and give assistance to students having problems with this task.

NOTE: Make arrangements with the school placement office for the class to visit and have placement staff explain the services available to students.

LESSON NO. 6 UNIONS, APPRENTICESHIPS, AND PROFESSIONAL ORGANIZATIONS

COMPETENCY: The student will gain basic understanding of purposes and functions of unions, apprenticeships, professional and trade organizations, civic and fraternal organizations, and the civil service system and how they may be used in getting a job.

SUPPLIES: Information sheets, sample professional and trade journal want ads, handouts from the Illinois State Employment Service and from the Bureau of Apprenticeships and Training Office, various local union and fraternal civic, and professional organizations and representatives.

STUDENT ACTION: Students will interview members of various union and professional and trade organizations and will participate in open class discussion about the merits and opportunities offered by each approach.

PERFORMANCE CHECK: Students actively contribute to the development of a comprehensive list of pros and cons for each of the employment resources.

UNIONS

If you have settled on the line of work you want, it's frequently possible to get started by going through the appropriate labor or trade union for a particular kind of job. Many unions maintain a hiring registry which placed applicants on standby status. Positions left over after all card-carrying members have jobs are usually given to those whose names are highest on the registry. Thus, new members have an opportunity to fit themselves into a regular job. Occupational placement of this kind is on the increase.

APPRENTICESHIPS

From the start of mankind, one generation has introduced the younger generation to the arts, traditions, and skills of its technology and craftsmanship through apprenticeship programs. Apprenticeship is the only way to learn certain trades. Standards for apprenticeship programs are maintained through joint agreements with the United States Department of Labor. Training received in an apprenticeship program is no less effective or prestigious than any other way of learning a trade. The training can not only be every bit as good as that received in a vocational school, but it can also provide opportunity to earn and learn at the same time.

You may go to a union organization and make application for a particular apprenticeship program. The training program may be operated by the union or under a joint agreement between the union and any employing company or group of employers. Another common way to become an apprentice is to get a job with a company having an apprenticeship program. You get a job and then join the union. That way, it is possible to work your way up through the union and the company at the same time. According to the latest Occupational Outlook Manual, some of the positions for which apprenticeships are available, and the average length of apprenticeship are as follows:

Foundry	
patternmakers	5 years
molders	4 years
coremakers	4 years
Machining Occupations	
general machinists	4 years
instrument makers	4 years
set-up workers	4 years
tool and die makers	4 years

Service Occupations	
Food Service	
cooks and chefs	varies
meatcutters	varies
Personal Service	
barbers	license + 1-2 years
cosmetologists	license + varies
funeral directors and embalmers	license + graduation from science school + 1-2 years
Construction Occupations	
asbestos & insulation workers	4 years
bricklayers & stone masons	3 years
carpenters	4 years
cement & concrete finishers	3 years
electricians (construction)	4 years
floor covering installers	varies
glaziers	4 years
lathers	2 years
marble, tile setters, and terrazzo workers	3 years
operating engineers	3 years
painters & paperhangers	3 years
plasterers	3-4 years
plumbers & pipe fitters	5 years
roofers	3 years
sheet metal workers	4 years
iron workers, riggers, and machine movers	3 years
Occupations in Transportation	
airplane mechanics	3-4 + license
railroad shop trades	3-4 years
Technical	
drafters	3-4 years
Mechanics & Repairers	
automobile body	3-4 years
automobile mechanics	3-4 years
diesel mechanics	4 years
electric sign repairers	varies
farm equipment mechanics	3-4 years
industrial machinery repairers	3-4 years
instrument repairers	4 years
jewelers	3-4 years
maintenance electricians	4 years
shoe repairers	varies
truck & bus mechanics	4 years
watch repairers	varies

Health Occupations	
dental laboratory technicians	varies
dispensing optician	varies
Printing Occupations	
bookbinders and related workers	4-5 years
composing room workers	6 years
electrotypers and stereotypers	5-6 years
printing press operators	2-5 years
Other Industrial Production and Related Occupations	
automobile painters	3 years
blacksmiths	3-4 years
boilermaking occupations	4 years
electroplaters	3-4 years
forge shop occupations	4 years
millwrights	4 years
motion picture projectionists	1-2 years
opthalmic laboratory technicians	varies
stationary engineers	4 years

PROFESSIONAL AND TRADE ORGANIZATIONS

Most professional and trade organizations maintain an inventory of available positions. Usually, this listing is published in a journal or newsletter. If you are a member of a particular profession or associated with it, a special job listing service may be of advantage.

Fraternal, religious, and civic organizations such as the Chamber of Commerce, Rotary, Kiwanis, YMCA and YWCA, Lions, Salvation Army, and PTA--to name a few--can sometimes be helpful. Formally or informally, such organizations can supply introductions, job leads, and referrals. Many of them have active programs to assist youth in finding jobs.

CIVIL SERVICE

Approximately one out of every eight Americans work for government at one level or another, and the trend is upward. Municipal, county, state and federal agencies are a major source of many kinds of employment.

Civil service positions may not be publicized in things you read. They must be posted in public buildings and are maintained on an open register. Even if there are no immediate governmental jobs available in your area, it is wise to get your name on as many civil service registers as possible. Openings occur frequently and the person whose name is at the top of the register is the first to be interviewed.

CHAPTER III RESUMES

OBJECTIVE: The student will appreciate the purpose of and necessity for preparing a well-developed personal resume and should be able to write an acceptable one.

RATIONALE: The obvious benefit of an effective resume is successful entry into the world of work. The process of developing a resume is also beneficial. Developing a resume forces one to organize background, training, education, experience, and general talents and qualifications under career objectives. The process of writing a quality resume calls for the highest level of personal assessment, introspection, and projection of one's abilities, experiences, and interests into a concise statement, the resume. Thus, even if a resume is not used in job seeking, the process of developing one can be a very meaningful, personal experience.

The person who knows how to develop and prepare an effective resume can literally write his/her own ticket to success.

STUDENT ACTION:

1) Studying purposes and formats of resumes.
2) Providing imput to discussion of underlying reasons for each convention associated with resume writing.
3) Evaluating the importance of objectives.
4) Criticizing sample resumes.
5) Drafting a personal resume.

NOTES: Questions for discussion:

1) Can every person get a job?
2) Do people in general know much about getting jobs?
3) How important are references?
4) How many references should you give an employer when he/she asks for them?
5) Are the events of life or your reactions to them more important?

LESSON NO. 7 RESUMES

COMPETENCY: The student will appreciate the purpose of and necessity for preparing a well-developed personal resume.

SUPPLIES: Handouts, sample resumes.

STUDENT ACTION:

1) Defining resume; listing qualities of successful resumes.

2) Providing input to discussion of convention of resume writing.

PERFORMANCE CHECK: The instructor will evaluate students' knowledge of the purposes of resumes and how they are used in the job search.

THE RESUME

The importance of the personal resume in getting a job can not be overstated. But it is necessary to understand that the purpose of the resume is NOT to get you the job. Its purpose is to get you invited to an interview for the job. Think about this for a moment. Would you hire someone sight unseen, just on the basis of a resume? No. Of course, you wouldn't. Neither will anyone else. Job offers result from personal interviews, except in rare and unusual cases.

The resume should make you stand out among all the other job applicants. It should assure you that you are one of the persons the prospective employer would like to get to know better--and perhaps hire. The resume provides you opportunity to display and market your assets in a way that is personal, businesslike, professional, attractive, correct, and thorough. It is a full representation of you and makes the prospective employer want to meet you to learn more.

Much has been said about the content of resumes. There are some controversies, but, some features are common to all successful resumes.

The preparation of a good resume can be compared to the preparation of a fine dinner. An indifferent cook may use the best ingredients but come up with something which is only mediocre. A good cook may use leftovers and turn out a fine meal pleasing to even the most exacting gourmet. Similarly, the person who knows how to develop and write a good resume, despite relatively common qualifications and uninspiring experience can be far more likely to get a job than can the person with prestigious credentials and impressive qualifications who prepares a poor resume. Chances are, the latter won't even get to the interview stage. It happens every day because in the first place, hiring isn't done strictly on the basis of qualifications. Hiring means selecting the person who appears to be <u>all-around</u> best suited for the job during an interview. Most employers feel that if a person lacks certain skills he/she can be taught these skills. Employers want trainable applicants with enthusiasm, initiative, willingness to work, dependability, resourcefulness, leadership abilities, honesty, and so on. Combinations of these traits and job skills and know-how are what employers want.

Therefore, the resume is more than a simple listing of the jobs and other experiences you have had. Employers are as interested in how you have benefitted from experience as in what are your best qualities. When you write your resume, always remember two things: (A) Your resume must be one that will be selected from a stack of hundreds. (B) Your resume must do you full justice, i.e. reflect your qualifications for the job, and your personal strengths and accomplishments.

A final point to bear in mind is that there is no such thing as a perfect resume. There are good ones and better ones, but none that couldn't

be improved upon in one way or another. Developing an outstanding resume, particularly when there doesn't seem to be a clear pattern to your experiences, abilities, strengths and interests, can be a difficult and somewhat frustrating task. But, on the other hand, it is an opportunity to write your own ticket to success.

Here are some general points to consider and discuss:

1) Always be completely accurate and truthful in what you write. Falsehoods, exaggerations, and misrepresentations will catch up with you. On the other hand, it is advisable not to include anything that is negative or would reflect badly upon you. In the resume and especially in the interview, it is difficult to know where to draw the line between the whole truth and not volunteering certain information.

2) Resumes which can be sent to a lot of employers are frequently so general that they fail to impress anyone.

3) Say only what needs to be said in the resume and no more. You want the employer to invite you to an interview to find out more. No resume should be more than two typewritten pages with plenty of white space and wide margins. Many employers like to see only one page resumes.

4) Don't explain job changes. Don't include a picture of yourself. Don't state salaries. Don't state religious affiliations. Don't list references.

5) Always have friends look at your resume to make comment, give suggestions, and proofread.

6) Be exceptionally neat. The resume you send out should (a) be typed on a good typewriter with clear type (electric if possible), (b) be on good quality paper, have no misspelled words or grammatical errors, (c) be well organized, and (d) be reproduced by the best method available. The final resume should have the polished look of a professional.

LESSON NO. 8 RESUME FORMAT

COMPETENCY: The student will develop, organize, and prepare an acceptable personal resume to use as a personal model.

STUDENT ACTION:

1) Evaluating and discussing the importance of job objectives in the resume.

2) Criticizing sample resumes.

3) Drafting a personal resume.

PERFORMANCE CHECK: Each student will develop a personal resume according to accepted standards and practices.

RESUME FORMAT

There is no single formula for writing a good resume. But all resumes tend to fall into two general categories: Those with step by step chronological format and those with functional orientation, centered around accomplishments. One is as good as the other, and each can be done with variation. If your past experiences seem to point in a straight line toward the kind of job you are now seeking, the chronological approach may be used to advantage. This is the most common format. It has the advantage of being easily adapted to application forms.

On the other hand, if your experiences have been unstructured, that is if you have had several wholly different kinds of jobs and environments, the functional approach may be better. With it you can combine common elements of the different jobs under headings which will make sense.

No matter which format you use or how you put your resume together to put your best foot forward, there are certain elements you must include. Following are the usual major headings and what goes under them.

Personal

a. YOUR FULL NAME
b. Your complete home address.
c. Your area code and home phone number.

You may wish to provide other information which you feel will help you in getting a specific job. Being unmarried and free to travel or relocate may be relevant for certain jobs. In applying for a job with a religious organization, being of the same faith may help. Weigh the value of including such optional information as age, height, weight, marital status, sex, and health status in relation to the job for which you are applying. Attaching a picture to a resume is not advised.

Job Objective

You should provide a well-developed statement about the type of position you are seeking. It's not a long-range goal. It's a short-range objective for the present. It should be specific. The more specific the better. If you have more than one objective, make several versions of your resume.

Your objective statement is of crucial importance: No employer wants someone who doesn't know what he/she wants. The objective statement should describe:

1) Job Function, e.g., kinds of tasks you want to do by title or description

2) Type of Employer, e.g., small, large, retail, government agency, proprietorship, new, or established.

3) Geographical Area

THE IMPORTANCE OF A PRECISE, articulate and well-formulated objective statement cannot be over emphasized. This is one of the qualities that can cause your resume to be selected over all the rest. It's important, too, because the rest of your resume should point to your objective. If you've not developed at least a general objective, then chances are you're not ready to write your resume. Once you determine your objective, the rest will be easy because the objective determines what should be included.

Education

Use judgement to decide what to include. You may wish to include all the schools you've attended, or only the ones from which you graduated. You may want to mention some courses which are relevant to your job objective. You also might want to mention any other pertinent training, honors or distinctions, and special programs in which you participated. If your objective requires that you be especially dependable, you may mention your perfect attendance record at school. Don't overlook education experiences and the ones associated with education as a fine opportunity to demonstrate some of your personal strengths and accomplishments; this is another chance to catch the interest of the person reading your resume.

Work Experience/Employment History

Here, the two kinds of resumes--chronological and functional--take divergent formats. If you use the chronological approach, usually, although not necessarily, you begin with your last job. Give inclusive dates; name and location of the employer; job and title when leaving; a short description of responsibilities and duties; and any special accomplishments, merits, or recognition. Bragging is never favored. But, many people are overly modest in this section. Don't be. No one reading your resume is going to dig to uncover your merits. So, don't bury them. You must "toot your own horn". Remember you're selling yourself. So, be dynamic. Be selective, too. Emphasize accomplishments which reflect and underscore your stated objective. Overlook nothing important. Include promotions, raises, and anything that you either accomplished by yourself or which was accomplished with your help.

Recent experiences should take up more room and be more detailed than earlier jobs. Treat each job in the same way. But if you have had many, emphasize the more significant. Short-lived or less relevant jobs should receive light treatment. You may or may not indicate reasons for leaving each job. Also, it's usually better not to list income for each job.

If your career has been rather brief and seems to point straight to the line of work you are now seeking, it may be more advantageous to start

NOTE: If you've never had a job, you might treat extracurricular experiences as jobs.

with your first job and end with your last. Use the order which seems to be most appropriate to your objective and tells your story best. Your propective employer will be asking, "How does this apply to a job in my company?"

In many ways the chronological format is easier. You simply list the jobs in either reverse or direct order. The functional format can be used to very good advantage, however, when the chronological order doesn't seem logical. This is frequently the case for young workers, who may have done seemingly unrelated things such as baby sitting and lifeguarding. In this case, one could develop an impressive resume by taking stock of all jobs, picking out their similar functions, and listing them under an appropriate heading, say--"Working with People". Under it, you would list experiences and accomplishments. Remember that your prospective employer will be asking, "What were the results of your efforts?", "How does this apply to the job I have to offer?" You needn't identify where you've worked under such a heading. Tell only what you did, putting aspects of each job under several such headings (see sample functional format).

After you have pretty well exhausted such entries under several common headings, make a simple chronological listing of each job, giving only the inclusive dates, your titles, and the name and location of the company.

Personal Interests

This is your chance to share something in common with your prospective boss--something which can make you stand out from other applicants with similar qualifications. Use this section to reveal personal things--your hobbies, what sports you enjoy, what kinds of books you like best, your pets, things which will help your prospective boss relate to you as a person. This section can be particularly useful as an "ice breaker" in the interview.

References

Use the following statement: "References will be provided on request." It's better to identify references later, when asked. Some references may be better than others for a particular job. Moreover, if your references are besieged by requests, some may go sour on you. When you do give references, you should list your former boss; if you don't you will be suspect. Try to provide references who are prominent and whom you know well. If possible, get their permission to be used as references and let them know as you leave their names with employers.

There are many other details that could go into your resume, things like the date of the resume, your social security number, whether you have a driver's license, any articles you may have published, and so forth, but you must use your own judgement as to whether or not they support your objective and strengthen your case. It is recommended that you begin drawing up and developing the resume you will be using well in advance of when you will actually need it, so that you will have time to continually refine and polish it, so that when you do send it out, it will represent your very best efforts and a work that you can present to a prospective employer with pride.

SAMPLE CHRONOLOGICAL RESUME

MARY ELLEN WHITNEY
10 North Adams Avenue
Springfield, Illinois
Home Phone: 889-7763

Single
Excellent Health
Born November 12, 1960

Job Objective

To serve as a working helper to the manager of a large restaurant doing a brisk family dinner trade with opportunity to learn all phases of restaurant management and retail food preparation.

Education

Graduated from Dunmore Community High School in 1977.

Courses Completed

Home Economics	Mathematics
Principles of Retail Management	Career Education
Bookkeeping	Quantity Goods
Typing and Secretarial	

Work Experience

Summer, 1976

WALNUT INN, 110 First Avenue, Springfield, Illinois
Waitress and Salad Girl
As assistant to the head waitress, supervised two part-time waitresses in addition to being responsible for planning and preparing the Inn's salad bar each day.
Accomplishments include the development of an innovative system for minimizing food wastes, an improved method of timekeeping for the part-time waitresses, and a custom menu format. Was able to increase volume by about twenty percent.

Summer, 1975

MAIN STREET DINER, 5512 Main Street, Springfield, Illinois
Short Order Cook
Responsible for preparing short order fare, keeping stock inventory, placing wholesale orders, and maintaining cleanliness standards.

Summer, 1974

BARK 'n' MOO, Highway 66 North, Springfield, Illinois
Carhop
Was responsible for serving customers in their cars and keeping outside area clean. Had sizable income from tips.

1973-74

DUNMORE COMMUNITY GRADE SCHOOL, Dunmore, Illinois
Student Cafeteria Helper
Assisted in the cafeteria luncheon line.

Personal Interests

Twice a winner of the State Fair Pie Contest, I enjoy cooking and inventing new dishes. In my neighborhood, I have organized an informal group of my friends that meet monthly to sample foods from foreign lands and enjoy planning my family's menu. Other hobbies include photography, swimming, and ice skating.

References

References will be provided on request.

GARY LEE HEINRICH
10 North Adams Avenue
Springfield, Illinois
Home Phone 889-7763

Single
Excellent Health
Born November 12, 1960

Job Objective

Seek responsible maintenance position in modern apartment complex, commercial building, or health care institution.

Education

Graduated from Dunmore Community High School in 1977.

Courses Completed

Industrial Arts I	Bookkeeping
Industrial Arts II	Building & Trades
Industrial Arts III	Auto Mechanics
Mathematics	Career Education

Experience in Landscaping

Responsible for lawn care of over thirty residences in my neighborhood, activities included mowing, seeding, trimming shrubbery, trimming sidewalks and terraces, and care of flower gardens.

Repairing Experience

Responsible for pumping gas, washing cars, and simple maintenance at a high volume service station; worked on virtually all types of cars and trucks.
As neighborhood "handy man" specialized in many odd jobs for neighbors.
Handled all but major maintenance jobs in grocery store including electrical wiring, repair of grocery carts, and maintaining and repairing security devices.

Painting Experience

Have assisted in painting over twenty houses, doing both inside and outside work including walls, ceilings, and trim, both with brush and roller.
Completely prepared my car for painting and enamel sprayed it.

Building Experience

Assisted my father in adding a room to our house; included drywalling, roofing, installing carpeting, and wiring.
Planned and constructed large array of heavy-duty shelves for storing dry goods at grocery store.
As roofer's helper, assisted in roofing over thirty houses; experience includes setting scaffolding, applying shingles and siding, and applying tar.

Employment History

1976 - present: Part-time general helper
MOSELY GROCERY, 110 First Avenue
Springfield, Illinois

Summer, 1975 : Roofer's Assitant
A-1 ROOFING COMPANY, 5512 Main Street
Springfield, Illinois

Summer, 1974 : Service Station Attendant & Mechanic's Helper
SAMPLE'S SERVICE STATION, Highway 66 North
Springfield, Illinois

Summer, 1973 : Self-employed in lawn care and handyman

Personal Interests	Hobbies include reading Popular Mechanics and Citizens Band Radio.
References	References will be provided on request.

RESUME CHECKLIST

1. What have you forgotten to put in?
2. What points need improvement?
3. Will the employer want to interview you after reading your resume?
4. Have you shown your past experience to best advantage?
5. Does your resume depict the real you?
6. Did you make it just the right length, and with plenty of white space?
7. What would your English teacher think of it? Spelling, grammar, organization, neatness?
8. Can you support each claim you have made? Is anything exaggerated?
9. Can any words be eliminated without changing what you want to say?
10. Is your objective stated clearly?
11. Does everything you have listed in your resume support your stated objective?
12. In reading your resume from an employer's perspective, have you shown how you stand out as a promising potential?
13. Have you been positive throughout?
14. Have you used the proper terms?
15. Have you put forth enough effort on your resume to do it as well as you can?

Key Resume Words

ability
academic
achieve
administrative
capability
capacity
competency
complete
consistent
contribution
coordinate
creative
design
demonstrate
develop
direct
effectiveness
efficient
enlarge
equip
establish
evidence
executive
expand
experience
feasible
guide
implement
improved
increased
initiate
innovative
instrumental
knowledgeable
major
managment
mature
organized
particularly
performance
pertinent
positive
potential
productive
professional
proficient
profitable
proven
qualifications
qualified
quantity
resourceful
responsible
scope
significant
sound
specialize
substantial
successful
thorough
versatile
vigorous

CHAPTER IV INITIAL CONTACT WITH EMPLOYER

OBJECTIVE: The student will recognize the uses and advantages/ drawbacks of the three ways of making initial contacts with potential employers--telephone, letter, and walk-in--and will develop practiced proficiency in each.

RATIONALE: The world doesn't come to the individual jobseeker. Therefore, the jobseeker must learn to go out in the world, actively seeking employment by making introductions where there are none, sometimes creating his or her own opportunities. Because first impressions are lasting, it behooves each young jobseeker to become proficient at building good relationships with prospective employers from the very first contact. Chapter IV attempts to offer guidelines for accomplishing this.

STUDENT ACTION:

1) Studying uses and abuses of telephoning as an important tool in the job hunt.
2) Recognizing various qualities of the human voice as transmitted over the telephone.
3) Practicing projection of positive images over the telephone.
4) Reviewing accepted practices for writing business letters.
5) Becoming proficient at writing dynamic letters to potential employers.
6) Learning successful approaches to potential employers.
7) Developing sensitivity to conventions and established ways of communicating with prospective employers.

LESSON NO. 9 TELEPHONE TECHNIQUES

COMPETENCY: The student will become proficient in using the telephone as a vital adjunct in his or her search for employment, recongnizing the need for courtesy and a pleasant, well-modulated speaking voice.

SUPPLIES: Tape recorder and handouts.

STUDENT ACTION:

1) Studying uses and common abuses such as distracting mannerisms encountered in formal calls to strangers.

2) Practicing simulated telephone calls to arrange job interviews.

3) Providing personal experience input to discussion regarding courtesy on the telephone.

PERFORMANCE CHECK: Via self-evaluation of personal telephone habits, students will note ways to improve telephone habits.

TELEPHONE TECHNIQUES

There will be several occasions in your job search when you will be required to use the telephone. Interviews in response to newspaper want ads are usually arranged via telephone rather than by writing. Employers frequently contact applicants via telephone. You may also want to use the telephone to follow up on letters to which you have not received responses in reasonable time or to follow up on leads provided by personal contacts.

It should be stressed that the telephone should never be used when a personal visit would be more effective. For example, when responding to a newspaper want ad, the sole purpose of the telephone is to schedule an interview, not to have an interview. One should never apply for a job over the telephone. Go in person, even if it means waiting until the employer has time for you.

Skillful use of the telephone is very important in the job search. It is frequently the first contact you will have with your prospective employer and the time you will be creating first impressions. The prospective employer will base a mental picture of what you are like on what you say and your voice qualities. A friendly, warm smile can be "heard" and so can a frown. A small, hesitating voice will foster certain negative impressions. A pleasant, warm and courteous voice will also create a certain image of you. What is your telephone image? The following pointers can improve your telephone skills.

1) Plan your call. Have the purpose of your call firmly in mind. Have at least a mental outline of the points you wish to cover.

2) Greet the person pleasantly. Identify yourself promptly and state the purpose of your call.

3) Speak distinctly, not rapidly, and keep your voice well modulated. Try to convey an attitude of friendliness, enthusiasm, and warmth. Put a "smile" in your voice, but talk naturally. Avoid sounding nervous and hesitant.

4) Listen attentively and acknowledge comments appropriately. If you don't catch something, ask the person to "Repeat that please." Verify important details and take notes if necessary.

5) Keep your call brief, but not hurried, and close the call pleasantly.

Like other skills, conducting telephone conversations usually improves with practice. You may want to rehearse what you want to say several times before actually placing a call.

When you are making the call, it's a good idea to jot down the person's name and mention it during the conversation when appropriate to make your relationship more personal.

Regardless of the outcome of your conversation, end with a friendly feeling. Even if you have not been successful, a pleasant attitude will help the prospective employer remember you for consideration should other openings occur.

LESSON NO. 10 LETTERS TO EMPLOYER

COMPETENCY: The student will become proficient at writing purposive letters which reflect the standards of convention together with the necessary ingredients of success.

SUPPLIES: Sample letters, paper and pencils.

STUDENT ACTION:

1) The student will practice writing letters to different employers, requesting consideration for employemnt.

2) The student will discuss methods of developing empathy for the needs of employers.

PERFORMANCE CHECK: The instructor will evaluate and criticize letters written by students for form acceptability, and purpose.

NOTE: Questions for discussion:

1) How and why is selling important in job hunting?
2) Can a very small mistake cost a job?
3) How should you handle a prospective employer that strings you along?

LETTERS TO EMPLOYER

Most of us start out wrong when we begin to look for a job. We act as if we're the center of the world, and the whole problem is to find what we want, without devoting much thought to prospective employers and the kinds of help they require. If you set your sights too narrowly, you will have trouble. Similarly, if you look for "anything" you won't get hired.

The world runs on salesmanship. Employers won't come to you. You must go to them and prove that you are worthy. For that reason, you should:

1) Learn all you can about the employer before you write him/her.
2) Know what you have to offer them, at least in general terms.
3) Know why you want to work for that particular company.
4) Be a dynamic salesman!

As the purpose of the resume is to get you invited to an interview, the purposes of the letter are to introduce you and to generate enough interest and curiosity on the part of the prospective employer to not only read your resume carefully, but to really give it the consideration it deserves, so that if there is a related opening, you'll have opportunity to interview for it.

Letters to the employer should be brief and to the point. The first paragraph has the same initial task as a salesperson, that is, to attract attention. It should be direct and convey a sense of self-confidence without bravado and without being overly meek.

By briefly describing some high point of your background which is related to the employer's needs, you can establish connection between what you have to offer and what may be needed. This is where you try to show something special in your qualifications. It tempts the employer to become more interested in your resume and thus in you.

By offering specific evidence, the letter tries to convince a prospective employer that you are the right person for the job. It is not enough merely to state, "I am a good typist." Instead offer evidence, such as "When I completed the class in typing skills I was able to type accurately at 80 words per minute." Be like a lawyer producing evidence.

Stimulate action by urging the employer to grant you a personal interview. Take the initiative yourself by stating that you will follow up the letter with a telephone call to schedule an interview, rather than asking the employer to contact you. Never try to make conditions or make demands before being offered a position. Later, if you find conditions you dislike and cannot resolve them you can tactfully refuse the job.

Here are some tips for letter writing:

1) An attractively packaged product sells best. Make sure your letter is very neat, preferably typewritten, free of mistakes and erasures, and organized well on the paper. Observe all the rules of formal letter writing. Sign the letter in ink. Keep a copy for yourself.

2) Be exceedingly positive and forthright throughout. Don't "beat around the bush". The letter shouldn't be over a page long, but it shouldn't consist of only two or three sentences, either.

3) Put enough effort into developing the letter to assure that it--and your resume--will be treated with deserved respect. A poorly-constructed letter will probably end up in the waste-basket, whereas a good letter will stimulate response.

4) Within a few days of mailing the letter, follow it up with a telephone call. The goal is to have the letter open the door for a personal interview. Even if the employer has no openings at present, he/she may be able to refer you to an employer who does or to give other helpful suggestions.

SAMPLE LETTER OF INQUIRY/APPLICATION

117 W. Center Street
Springfield IL 62701
July 16, 1978

Ms. Angela Fairfax, Manager
Leisure Travel Service
611 North Chautaugua Avenue
Springfield IL 62701

Dear Ms. Fairfax:

It is my understanding that you may have an opening for someone who is interested in making the field of travel her profession. I would be happy to be considered, knowing that my background and enthusiasm for the work would enable me to learn quickly and to provide satisfactory service.

My qualifications include graduation from Edwards County High School, Albion, Illinois, and travel throughout the United States and much of Europe. I thoroughly enjoy working with people and have good typing and math skills. The enclosed resume provides details of these qualifications.

I would be very pleased to appear for a personal interview at your convenience and shall telephone for an appointment within the next few days.

Sincerely,

Roberta Black

SAMPLE FOLLOW-UP LETTER

117 W. Center Street
Springfield, IL 62701
December 16, 1977

Mr. John Doe
Personnel Manager
Sunshine Enterprises, Inc.
220 Harris Avenue
Springfield, IL 62701

Dear Mr. Doe:

This is to express my thanks for granting me a personal interview in connection with my application for a junior executive trainee position. Our conversation has increased my desire to be part of the program.

In the course of our discussion, you stated that you were looking for a young man with not only leadership potential but also the personal drive which are necessary for advancement. My activities in the student council, where I sponsored various innovations, indicate that I have capability for leadership in business. My interest in sales work is also evidenced by summer employment in door-to-door sales.

Again, I would like to express my appreciation of your courtesy.

Sincerely,

Stephen Moore

SAMPLE LETTER OF ACCEPTANCE

117 West Center Street
Albion, IL 62806
January 10, 1978

Mr. H. B. Dunwoodie
Sunshine Enterprises, Inc.
1120 Arkansas Avenue
Springfield, IL 62701

Dear Mr. Dunwoodie:

Especially after our last interview when I had the opportunity to meet your staff and to become more familiar with what will be expected of me, I am most happy to accept the position in public relation/sales as a member of the Sunshine team.

The salary and other arrangements as you have outlined them are most satisfactory; you may be sure that I will do my utmost in my new capacity.

In the meantime, unless I hear differently, I will plan to report for work on the 20th of this month, as agreed.

Sincerely,

Melba E. Woods

SAMPLE LETTER OF DELAY

117 West Center Street
Albion, IL 62806
January 10, 1978

Mr. H. B. Dunwoodie
Sunshine Enterprises, Inc.
1120 Arkansas Avenue
Springfield, IL 62701

Dear Mr. Dunwoodie:

Thank you for your job offer of April 4, 1977; however, I believe that you should know that within the past few days I have received promise of an equally rewarding job offer which will make it necessary to come to a firm personal decision, because of the various factors involved, before formally accepting the fine position you have offered me.

I would anticipate that a final decision will be reached within a week and would therefore greatly appreciate it if I may be afforded that amount of time, without causing undue inconvenience to you, before accepting the position you offer.

In all fairness to you, and because of the degree to which I intend to commit myself in the position I choose, the decision must be made entirely without reservation, which I'm sure you will appreciate.

Again, thank you for offering me the position; I feel that the prospect of becoming a part of your staff represents a very personally rewarding opportunity and challenge, not to be taken lightly.

You may expect my final decision no later than one week from today.

Sincerely,

Melba E. Woods

SAMPLE LETTER OF REJECTION

117 West Center Street
Albion, IL 62806
January 10, 1978

Mr. H. B. Dunwoodie
Sunshine Enterprises, Inc.
1120 Arkansas Avenue
Springfield, IL 62701

Dear Mr. Dunwoodie:

It is with much regret that I must inform you that since our last conversation, I have been offered and have accepted employment in another equally promising firm.

I would like to express my appreciation for having been considered for a role within your company, however, and thank you for the hospitality and kindness shown me. I hope that we may have occasion to meet again.

Sincerely,

Melba E. Woods

LESSON NO. 11 WALK-INS

COMPETENCY: The student will recongize the necessity and value of the walk-in procedure as an effective method of job seeking.

SUPPLIES: CAPS form, handouts.

STUDENT ACTION:

1) Completing the CAPS form.

2) Discussing typical situations for which the walk-in approach would be appropriate.

3) Listing advantages of the direct, walk-in approach.

4) Practicing the walk-in approach; criticizing.

5) Developing lists of "Do's and don'ts".

PERFORMANCE CHECK: Instructor determines whether each student has filled out the CAPS form neatly and completely, and is able to demonstrate its use in a simulated walk-in.

THE WALK-IN APPROACH

What could be more simple and direct than walking into an establishment and asking the boss for a job? Of all the ways of landing a job, the walk-in approach can be most effective if you know how to do it. Like most very simple things, there is a knack to doing it properly.

The main thing to remember is that no matter how you do it, job success is primarily a matter of how well you can build relationships with your employer and fellow employees. Here, you must make the kind of initial impression that will do one of two things: (a) get you hired or (b) make the person want to help you find a job elsewhere.

Some walk-ins will result from seeing "help wanted" signs, posters in store windows, and notices on shopping center bulletin boards and the like. Others may result from impulse or hunch. If there is a real chance of finding a job, you should be prepared to make a walk-in application, even in seemingly unlikely places. You cannot know all the places a job search may lead you. Mr. Jones may send you to Mrs. Smith and so on.

For that reason, you should be sure to arm yourself with a good supply of completed CAPS forms or resumes. For most walk-ins, the CAPS form may be more appropriate because it is all-purpose, brief, and comparatively easy to prepare. Always have plenty with you, because the more you can pass out, the better. Add to your supply of CAPS forms a generous amount of self-confidence, a winning smile, enthusiasm, and determination to succeed and you're ready to go find that job! Here are a few pointers:

1) It's always well to know as much about the employer as posssble--what does the organization do, what kinds of jobs are involved, what is its service area, history, organizational structure, special problem, goal, and so on. If you can't find literature or someone who can fill you in, it's frequently possible to learn by examining sales brochures and other advertising. Even yellow pages give good clues.

2) Frequently the boss is the first person to arrive at work. Bright and early in the morning, before things get busy, is usually a great time to drop by. You'll be surprised at how congenial people can be before the day's activities begin weighing on them. By all means try to see the right person at a time convenient to him/her. If the time you elect isn't convenient, try to set up an appointment for later.

3) Appearance (which is covered in detail in the Job Interviews Chapter) is very important. Be neat and presentable. Wear what you would if you'd already gotten the job. Let the employer see what you'll look like on the job.

4) Be alert, poised, and dynamic. Have a firm handshake and look the person in the eye. Be enthusiastic, positive, and determined to either get a job or gain an ally in your job hunt.

5) Remember that the person wasn't expecting you. Don't try to take up an inordinate amount of time. On the other hand, don't just pop in and out. The person either has time to see you or doesn't. If he/she doesn't, try to arrange a time more suited to his/her convenience. You should plan to see the person for a minimum of five to ten minutes--or however long it takes to establish a relationship. Be conscious of clues the person may begiving you, such as offering a cup of coffee, shuffling papers, etc., so that you can guage your conversation accordingly.

6) If you're at a loss for words, use the CAPS form as a springboard for conversation, covering its major points.

7) Above all, don't get discouraged. Even if the person acts in a very unreasonable manner, be positive. Assume it was something he/she had for breakfast and move on. You probably wouldn't want to work for someone like that anyhow. No matter what, don't lose your "cool". Don't let bad qualities in someone else bring out the worst qualities in you. Think of job seeking as a simple probability problem: The more people you see, the more chance that you will hit paydirt. Make the law of averages work for you.

Pocket Resume
CAPS INFORMATION FORM
(Back)

The caps info ~ation form shown below and on the following page was developed for use in the following ways. Many jobs that high school students seek are jobs that do not require filling out a job application form. The student will complete this form at home and take it along to apply for jobs. This form may be left with an employer for his future reference when a job opening is available. Students have problems completing information on job application forms, we recommend the student take this form along to aid in filling out application forms.

Check List For Job Interview

PREPARATION

- ☐ Learn something about company.
- ☐ Have specific job or jobs in mind.
- ☐ Fill in Pocket Resume.
- ☐ Review, in your mind, your qualifications for job. Be prepared to answer broad questions about yourself.
- ☐ Bring any military discharge papers.

APPEARANCE

- ☐ Freshly scrubbed
- ☐ Well groomed.
- ☐ Suitable dress.
- ☐ Make-up in good taste

INTERVIEW

- ☐ Be prompt.
- ☐ Answer questions directly and truthfully.
- ☐ Be well mannered.
- ☐ Use proper grammar and good diction.
- ☐ Be enthusiastic and cooperative.
- ☐ Don't be afraid to ask questions.

TEST

- ☐ Listen to instructions.
- ☐ Read each question carefully.
- ☐ Write legibly.
- ☐ Don't dwell too long on one question.

Pocket Resume
CAPS INFORMATION FORM
(Front)

EDUCATION:	Name & Address of School	How Long Attended	Year Graduated	Courses or Degree
HIGHEST GRADE COMPLETED				
OTHER TRAINING, ETC.				
TOOLS, EQUIPMENT, MACHINES OPERATED				

WORK EXPERIENCE (EMPLOYMENT RECORD)

EMPLOYER'S NAME AND ADDRESS	NAME OF SUPERVISOR	FROM	TO	WAGE OR SALARY

REFERENCE	ADDRESS	PHONE NUMBER

PREVIOUS ADDRESSES:

Number	Street	Zip Code	Telephone NO.

OTHER INFORMATION:

SOCIAL SECURITY NO.

CHAPTER V JOB APPLICATION FORMS

OBJECTIVE: The student will be able to provide potential employers pertinent information, neatly and accurately, on application forms so that employers may evaluate capabilities and possible contribution. This will be measured by evaluating sample application forms completed in class.

RATIONALE: Being able to understand and complete a job application form is an essential step to becoming employed. Most employers require completion of a job application form as the first step to being employed.

Many times the appearance and content of information on the application form determine whether the person is considered or not considered for a job. Employers use this information to hire employees or to invite them for interviews or to request a resume.

Research shows that many people are unable to complete a job application form properly because they do not understand questions or abbreviations on forms. Writing and spelling skills need to be improved to aid the student in completing the job application form. Answer all questions on the forms; the company would not ask for the information if it were not needed to aid the company to make a decision on whom to employ.

Activities in this chapter improve skills for making neat and complete job applications.

STUDENT ACTION:

1) Learn to spell and define terms used on application forms.

2) Define abbreviations used on application forms.

3) Develop a data sheet to be used while completing application forms.

4) Complete samples of short and long application forms.

NOTES: Suggested time to complete this chapter is five class hours.

LESSON NO. 12 VOCABULARY TERMS FOUND ON APPLICATION FORMS

COMPETENCY: Given a list of words frequently used on job application forms, the student will spell and define to 100% accuracy.

SUPPLIES: The instructor will supply each student with a list of the following terms.

accurate
address
applicant
application
apply
apprentice
aptitude
arrest
birth certificate
birth date
blank
bonded
character
chronic
citizen
company
compensation
complete
confidential
contract
convicted
courses
defect
dependent
disability
discharged
documents
education
eligible
emergency
employed
employer
employment
experience
federal
fee
felony
firm
graduate
health
height
illness
information
injury
institution
insurance
interview
interviewer
legibility
location
maiden name
marital status
medical
misdemeanor
misrepresentation
naturalized
notification
occupation
omission
operator
organization
permanent
permit
personal
personnel
physical
position
previous
private
qualifications
record
reference
relationship
relatives
residence
reverse side
salary
self-employed
sex
signature
Social Security
specify
spouse
status
supervisor
type
zip code

STUDENT ACTION: The student will study these terms and discuss them in class to develop understanding.

PERFORMANCE CHECK: The instructor determines students' knowledge of these terms by class discussion and testing.

NOTE: Many people fail to complete all questions on job application blanks because they do not understand the terms used.

LESSON NO. 13 ABBREVIATIONS USED ON JOB APPLICATION FORMS

COMPETENCY: Given a list of abbreviations used on application forms, the student will understand their definition to the satisfaction of the instructor.

SUPPLIES: The instructor will provide each student with the following list of abbreviations.

B.D.	=	birth date
D.O.B.	=	date of birth
H. or ht.	=	height
W. or wt.	=	weight
tel.	=	telephone
no.	=	number
ans.	=	answer
co.	=	company
mo.	=	month
yr.	=	year
ZIP	=	zip code
soc. sec.	=	social security
SS. No.	=	social security number
avg.	=	average
dept.	=	department
exp. or exper.	=	experience
m	=	married
s	=	single
d	=	divorced
sep.	=	separated
m	=	male
f	=	female

Abbreviations you may use on application forms.

1. Names of states
2. Street, road
3. Dates
4. High school, Junior high
5. Armed forces title
6. Company, corporation

STUDENT ACTION: The student will study these terms and discuss them in class to develop understanding.

PERFORMANCE CHECK: The instructor determines student knowledge of these terms during class discussion and testing.

LESSON NO. 14	APPLICATION FORM COMPONENTS AND PROCEDURES FOR COMPLETING THE FORMS
COMPETENCY:	Given a list of application form components and procedures, the student will develop an understanding of each to the instructor's satisfaction.
SUPPLIES:	The instructor will prepare an overhead transparency which shows the components and procedures listed on the following pages.
STUDENT ACTION:	The student will study the components and procedures for completing job application forms and prepare a data sheet for use in filling out the forms.
PERFORMANCE CHECK:	The instructor will review each student's data sheet to see if the information is correct and complete.

NOTE: The questions on application forms are asked for good reason and must be answered completely.

MAJOR COMPONENTS ON JOB APPLICATION FORMS

PERSONAL:

1. Name (full)
2. Address (include zip code)
3. Telephone (include area code)
4. Social Security Number
5. Citizenship (or permit to work in this country)
6. By whom referred
7. Position desired (job you are applying for)
8. Qualifications for job desired
9. Salary desired
10. Conviction for serious crimes (felony, refused bond)
11. Physical problems (which interfere with ability to perform job)
12. Relatives or friends now employed by company
13. Date available (to start work)
14. Knowledge of foreign languages
15. License to drive a car
16. Willingness to relocate

EDUCATION:

1. Names of schools attended
2. Dates of attendance
3. Years completed
4. Major field of study
5. Degrees received
6. Class standing
7. Grade average
8. Activities; honors, clubs, out-of-school interest

PREVIOUS EMPLOYMENT:

1. Start with present or most recent
2. Name of company, address and phone
3. Name of employer or supervisor
4. Nature of work
5. Wage
6. Reason for leaving
7. Don't omit time

MILITARY:

1. Branch of service
2. Dates and period of service
3. Highest rank
4. Type of discharge
5. Main duties in service

REFERENCES:

1. Get permission from reference to use his/her name.
2. Don't knowingly use a poor reference.
3. Suggestions:
   a. former employer
   b. teacher or counselor who knows you well
   c. pastor
   d. friend of family who is in business
4. Alert reference as to type of job you are seeking and your qualifications.

GENERAL PROCEDURES FOR COMPLETING JOB APPLICATION FORMS

1. Print or type.
2. Use blue or black ink. Take a pen with you.
3. Answer every question which applies to you. If it does not apply, write N/A (not applicable) or draw a line through the blank to indicate that you didn't overlook the question.
4. Spell correctly.
5. Be neat.
6. Take a sample form you have completed as a guide.
7. Fill out the form; don't just attach a resume.
8. Follow directions; read it over before you start. If something is unclear, ask questions.
9. Let the employer know about special training or experiences.
10. The application remains to speak for you. So, check it over.
11. Try to aim information to employer's needs.
12. Don't sell yourself short.
13. Be honest. (Employers check.)

LESSON NO. 15 & 16 COMPLETING JOB APPLICATION FORMS

COMPETENCY:	Given the short and long form job application, the student will be able to complete all questions asked on the forms.
SUPPLIES:	The instructor will make copies of sample application forms and give to students to complete.
STUDENT ACTION:	Each student will complete the sample application forms.
PERFORMANCE CHECK:	The instructor will check the completed forms as to neatness and completness. Students that need help will be given new application forms to complete.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____
Last First Middle

PRESENT ADDRESS _____
Street City State

TELEPHONE NO. _____ HEIGHT _____ WEIGHT _____

DATE OF BIRTH _____ MARRIED _____ SINGLE _____

TOTAL NUMBER OF CHILDREN _____ NUMBER OF DEPENDENT CHILDREN UNDER 18 _____

LAST FIRST MIDDLE

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

ER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME and LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK: _____

TYPES OF OFFICE OR INDUSTRIAL MACHINES YOU CAN OPERATE _____

U. S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

TYPE OF DISCHARGE: _____

FORMER EMPLOYERS

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1.				
2.				
3.				

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS THAT WOULD EFFECT YOUR EMPLOYMENT _____

WERE YOU EVER INJURED? GIVE DETAILS _____

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS: _____

NEATNESS PERSONALITY CHARACTER ABILITY

YES NO

RECOMMENDED FOR HIRE IF NO, WHY?

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED. 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

The Civil Rights Act of 1964 prohibits discrimination in employment because of race, color, religion or national origin. Public Law 90-202 prohibits discrimination because of age. The laws of some states prohibit some or all of the above mentioned types of discrimination.

PERSONAL

Date: _____

Name _____ Social Security No. _____
Last First Middle Initial

Present address _____
No. Street City State Zip

How many years have you lived at this address? _____ Telephone No. ( ) _____
Area

Previous address _____ How long did you live there? _____
No. Street City State Zip

Job(s) applied for 1. _____ Rate of pay expected $ _____ per _____

2. _____ Rate of pay expected $ _____ per _____

How did you learn of this opening? _____

Do you want to work ☐ Full-Time or ☐ Part-time. Specify days and hours if part-time _____

Have you worked for us before? _____ If yes, when? _____

List any friends or relatives working for us _____

_____

If hired, on what date will you be available to start work? _____

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the Company?

_____

_____

_____

If hired, do you have a reliable means of transportation to get to work? _____

Do you have any physical handicaps which would prevent you from performing specific kinds of work? _____ If yes, describe the defect(s) and explain the work limitations. _____

_____

_____

Have you had a serious illness in the past 5 years? ☐ No ☐ Yes (describe) _____

Have you ever received compensation for injuries? ☐ No ☐ Yes (explain) _____

_____

Have you ever been convicted of a crime, excluding misdemeanors and summary offenses? ☐ No ☐ Yes

If yes, describe in full _____

_____

EDUCATIONAL BACKGROUND

TYPE OF SCHOOL	NAME AND ADDRESS	How Many Years Attended	Graduated	COURSE OR MAJOR
GRAMMAR OR GRADE			☐Yes ☐No	
HIGH SCHOOL			☐Yes ☐No	
COLLEGE			☐Yes ☐No	
POST GRADUATE			☐Yes ☐No	
BUSINESS OR TRADE			☐Yes ☐No	
OTHER			☐Yes ☐No	

MILITARY SERVICE RECORD

Have you ever served in the armed forces? ☐ Yes ☐ No If yes, what branch? _____

Dates of duty: From _____ (Month) _____ (Day) _____ (Year) To _____ (Month) _____ (Day) _____ (Year) Rank at discharge _____

What were your duties in the Service (include special training and duty station)? _____

_____

Have you had any schooling under the G. I. Bill of Rights? If yes, describe. _____

_____

TO THE APPLICANT:

Do not answer any *italicized* question below the double line unless the employer has checked the box next to the question. A check indicates that the information requested is needed for 1) a bonafide occupational qualification, 2) is in compliance with national security laws, or 3) other legally permissible reasons.

☐ *Are you over 21 years of age?* ☐ *Yes* ☐ *No* *If no, employment is subject to verification that you are of minimum legal age.*

☐ *When were you born?* _____ (Month) _____ (Day) _____ (Year)

☐ *How old are you?* _____

☐ *Sex:* ☐ *Male* ☐ *Female*

☐ *Height:* _____ *ft.* _____ *in.*

☐ *Weight:* _____ *lbs.*

☐ *What is your marital status* ☐ *Single* ☐ *Engaged* ☐ *Married* ☐ *Separated* ☐ *Divorced* ☐ *Widowed*

☐ *When were you married?* _____ (Month) _____ (Day) _____ (Year)

☐ *How many dependents do you have (including yourself)?* _____

☐ *Are you a United States Citizen?* ☐ *Yes* ☐ *No*

☐ *Have you registered for the Draft?* ☐ *Yes* ☐ *No*

☐ *What is your Selective Service classification?*

☐ *Please tell us when you attended school.*

☐ *Elementary* - - *From* _____ *to* _____ ☐ *College* - - - - *From* _____ *to* _____

☐ *High School* - - *From* _____ *to* _____ ☐ _____ *(other)* *From* _____ *to* _____

☐ *Have you ever been bonded?* ☐ *Yes* ☐ *No* *If yes, for what job(s)?* _____

☐ *Employer may ask other bonafide occupational questions below:*

☐

PERSONAL REFERENCES

(Excluding Former Employers or Relatives)

Name and Occupation	Address	Phone Number
1.		
2.		
3.		

PRIOR WORK HISTORY (LIST IN ORDER, LAST OR PRESENT EMPLOYER FIRST)

DATES FROM	DATES TO	NAME AND ADDRESS OF EMPLOYER	RATE OF PAY START	RATE OF PAY FINISH	SUPERVISOR'S NAME AND TITLE	REASON FOR LEAVING
Describe in detail the work you did.						

DATES FROM	DATES TO	NAME AND ADDRESS OF EMPLOYER	RATE OF PAY START	RATE OF PAY FINISH	SUPERVISOR'S NAME AND TITLE	REASON FOR LEAVING
Describe in detail the work you did.						

DATES FROM	DATES TO	NAME AND ADDRESS OF EMPLOYER	RATE OF PAY START	RATE OF PAY FINISH	SUPERVISOR'S NAME AND TITLE	REASON FOR LEAVING
Describe in detail the work you did.						

DATES FROM	DATES TO	NAME AND ADDRESS OF EMPLOYER	RATE OF PAY START	RATE OF PAY FINISH	SUPERVISOR'S NAME AND TITLE	REASON FOR LEAVING
Describe in detail the work you did.						

May we contact the employers listed above? _____ If not, indicate below which one(s) you do not wish us to contact

Occasionally the form of an application blank makes it difficult for an individual to adequately summarize his complete background. To assist us in finding the proper position for you in our company, use the space below to summarize any additional information necessary to describe your full qualifications.

Thank you for completing this application form and for your interest in employment with us. We would like to assure you that your opportunity for employment with this company will be based only on your merit and on no other consideration.

PLEASE READ CAREFULLY
APPLICANT'S CERTIFICATION AND AGREEMENT

I hereby certify that the facts set forth in the above employment application are true and complete to the best of my knowledge. I understand that if employed, falsified statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make any investigation of my personal history and financial and credit record through any investigative or credit agencies or bureaus of your choice.*

Signature of Applicant _____

* NOTE: The Provisions of the Fair Credit Reporting Act may be applicable if a credit report on the applicant is obtained and considered.

DO NOT WRITE BELOW THIS LINE

INTERVIEW ☐ YES ☐ NO Date _____ Hour _____

Result of Interview _____

_____

_____

_____

_____

Acceptable for Employment? _____ Starting Rate _____ Starting Date _____ Shift _____

Occupation _____ Dept. _____ Clock No. _____

Interviewed by _____ Employed by _____

Approved by _____

This Application For Employment Form is sold for general use throughout the United States. Amsterdam Printing and Litho Corp. assumes no responsibility for the inclusion in said form of any questions which, when asked by the Employer of the Job Applicant, may violate State and/or Federal Law.

CHAPTER VI EMPLOYMENT TESTS

OBJECTIVE: The student will gain an understanding of the nature and purposes of employment tests and how to prepare for and take them.

RATIONALE: Employment testing is an accepted and growing practice, particularly in the business and industrial worlds. A basic understanding of how tests benefit employers and employees is an important part of getting a job, and knowledge of the art of test-taking can be a vital aid to securing a satisfying placement in the world of work.

STUDENT ACTION:

1) Studying different types of common employment tests and their purposes.

2) Becoming familiar with different aspects of taking tests.

3) Practicing taking tests.

4) Taking the General Aptitude Battery Tests (GATB) and reviewing results.

LESSON NO. 17 EMPLOYMENT TESTS

COMPETENCY: The student will be able to name different kinds of tests and define their purposes.

SUPPLIES: Sample tests, handouts.

STUDENT ACTION: The student will study different kinds of tests and inventories and discuss each in class.

PERFORMANCE CHECK: The instructor will elicit proper responses when listing common characteristics and request the appropriate test for each.

EMPLOYMENT TESTS

RATIONALE

The major purpose of employment tests is to determine whether you have the aptitudes, interests, and skills to perform a certain kind of job. In the case of personality tests, they may also determine whether you can fit into an organization. Many employers consider testing to be very useful because poorly selected employees increase expenses and decrease income. Because an employee may be dissatisfied because he/she is unqualified or over-qualified, it is well to discover what tests measure before hiring takes place.

Because many positions require long training periods, it may be some time before new employees can be fully productive. If they quit or are fired during or shortly after the training period, both the employer and the employee lose. The employee's loss is especially bad because he/she has to begin again with a negative experience on the record.

TESTS YOU MAY EXPECT TO TAKE WHILE JOB SEEKING.

Intelligence Test

Probably the most common test is the I.Q. test. I.Q. means intelligence quotient. These tests may be called several things: "problem solving," "capacity to learn," "test of adaptibility," "ability to adjust to new situations," and so on. The purpose of I.Q. test is to measure capacity to learn. Most intelligence tests are "power" tests. They become progressively more difficult. So, don't expect to be able to answer all questions correctly in the time provided. Nobody does. Your score is compared with "norms." That is, the employer determines how you have scored in relation to others who have taken the test. You may be compared with the general population, high school graduates, or only employees who took the same test before they were hired.

Tests for Mechanical Aptitude or Ability

These tests are administered primarily to applicants for jobs which require manipulative skills. You can expect simple tests, such as assembling nuts and bolts, placing geometric forms into matching receptables, and tracing a maze. Applicants for skilled or semi-skilled jobs may be tested for other factors. Some of these are physical endurance, hand-eye coordination, facility with certain tools, and tolerance for getting dirty.

Aptitude Tests

The basic purpose of aptitude tests is to measure potential. Aptitude tests measure inherent qualities, not achievements. Aptitude tests attempt to predict potential to accomplish. It is assumed that present performance

is a good indicator of future performance. As high school grades provide a measure of how well one will do in college or other learning situations, aptitude tests indicate potential for various things. Some areas measured by aptitude tests are: manual dexterity, clerical tasks, reasoning, numerical, or language.

Interest or Psychological Inventories

These questionnaires are not considered tests, since all you are required to do is list a preference, and a preference cannot be considered right or wrong. You can expect questions which indicate preferences. For example, would you prefer to: (choose one)

a) play tennis
b) browse in a bookstore
c) play a musical instrument

Answers to a series of such questions may provide clues regarding the nature and degree of your interest in such job-related areas as: selling or persuasiveness, public contact, repetitive or routine tasks, responsibility or supervisory duties. When taking such "tests" be completely truthful. Most interest inventories have built-in checks which tell the employer whether you are consistent in your answers.

General Aptitude Test Battery (GATB)

One of the most valued and widely used series of aptitude tests is the General Aptitude Tests Battery (GATB). It is regularly administered, free of charge, by the Illinois State Employment Service. School counselors and employers know of this free testing service and often refer people to it.

The GATB consists of twelve separate sections. Some sections "paper and pencil" tests. Others are of the mechanical aptitude variety. The battery measures potential in nine areas. These are described in ISES literature as follows:

1) Intelligence - General learning ability. The ability to "catch on" or understand instructions and underlying principles: the ability to reason and make judgments. Closely related to doing well in school.

2) Verbal Aptitude - The ability to understand meanings of words and the ideas associated with them, and to use them effectively. The ability to comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. The ability to present information and ideas clearly.

3) Numerical Aptitude - Ability to perform mathematical operations quickly and accurately.

4) Spatial Aptitude - Ability to think usually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

5) Form Perception - Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations, and to see slight differences in shapes and shadings of figures and widths and lengths of lines.

6) Clerical Perception - Ability to perceive pertinent detail in verbal tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

7) Motor Coordination - Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly, probably related to reaction time.

8) Finger Dexterity - Ability to move the fingers and manipulate small objects with the fingers, rapidly and accurately.

9) Manual Dexterity - Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions.

Anyone can take the tests. Although they are generally administered to persons seeking a job for the first time, they are also used to determine ability in those who want to change to a line of work in which they have had no experience. They are also used for those considering vocational training.

Special Aptitude Tests

Specialized aptitude tests are used when specific qualities are essential to job success. Aptitude for one or more foreign languages, sales work, human relations, chemistry, hearing acuity, and other things are tested by some employers.

Clerical Tests

Clerical tests are administered to individuals seeking work as secretaries, keypunch operators, file clerks, computer operators, bank tellers and clerks, and other positions which involve mathematics or clerical procedures. Examples are typing and shorthand tests, number checking, alphabetizing, word problems, and arithmetic facts and speed.

Personality or Adjustment Tests

The major purpose of these tests is to determine whether you have qualities and characteristics thought to be necessary to a given position.

PREPARING FOR EMPLOYMENT TESTS

People who are truly capable of passing tests often fail because they do not know how to approach test situations. This lesson provides tips on how to take tests to maximize scores.

Attitude, time of day, health -- these and other factors are important. If you learn to control them, you will benefit greatly.

Time of day is important because each person has a "peak" period when he/she operates most efficiently. If possible, arrange to be tested during the time you are sharpest.

Get plenty of rest so that you will be alert rather than in a stupor because of lack of sleep. Relax before the test. Arrive a little early so you will not be rushed and flushed.

Bring ample materials and equipment. If pencils, paper, eraser, pocket calculator, or other things are needed, bring more than enough and plan for emergencies. This is especially important if the test is timed. Not having an extra pencil on a timed test could reduce your score.

If you have a choice of where to sit, consider such factors as light, noise, and space. Are you close enought to hear well? Can you see? Are you comfortable?

If you will be in the test situation for a long period without a break, take a candy bar or some other food and perhaps a thermos with a soft drink to pick you up.

Test Preparation - How to Study

There is little that you can do to prepare for many tests, especially aptitude or interest inventories. You can prepare for achievement tests; you should review your time schedule and plan accordingly.

It is best not to cram. Review well in advance. An important examination cannot be studied for in one sitting. You need to review each area of the examination carefully allowing time for knowledge to "sink in." If possible, get a sample of test items so that you can get a "feel" for the types of questions to be asked.

Have someone else quiz you on the material to be covered.

Taking Test

ALWAYS READ DIRECTIONS CAREFULLY AND ASK THE EXAMINER TO EXPLAIN WHAT IS EXPECTED OF YOU IF INSTRUCTIONS ARE NOT CLEAR.

Some employers test to determine whether applicants can "fit in" with others in the same and related job classifications. These tests measure factors such as:

Cooperation	Extroversion	Adjustment
Aggressiveness	Introversion	Nervous Tendencies
General Activity		

No kinds of tests are more controversial. But, no matter. You may have to take a personality test and you can do well.

LESSON NO. 18 PREPARING FOR EMPLOYMENT TESTS

COMPETENCY: Given the content of this lesson, the student will be able to approach common test forms with knowledge of how to maximize scores.

SUPPLIES: Sample tests, handouts, test item transparencies.

STUDENT ACTION:

1) Studying methods of improving test scores.

2) Practicing taking typical tests.

3) Discussing problems associated with measurement.

PERFORMANCE CHECK: Given a pretest and post-test, students will score significantly higher on the post-test after having completed this lesson.

1) Is it a timed test? If so, what is the time limit? Will there be any warning given before the end of the test? Wear a watch to help judge the time. If the test contains more than one section, find out if the various sections will be timed separately. Know whether you are to go on to the next section when you have finished with one. This is important, because some sections will be more difficult than others.

2) What test aids are you allowed to use? Scratch paper? Pocket calculator? Don't handicap yourself. Use everything permitted.

3) Look at the entire test before attempting it. Pay special attention to directions which tell how to mark answers to sample questions, and to other guidelines for taking the test.

Some tests require unique approaches. You can score better by observing the following:

True - False

Find out how the test will be scored. If your score will be the number right, answer all questions and guess true when you don't have a good reason for marking false. If your score will be right minus wrong, answer only the questions you are sure of.

Be extremely careful of the wording on true-false questions. Certain words make nearly any statement false. Absolutes such as "never", "always", "all", "forever", and superlatives such as "highest", "smallest", and "fastest" are usually indicators of a falsehood, because order for a statement to be true or false, an absolute condition must exist when these words are used, and it takes only a single exception to disprove them.

Multiple - Choice

This type of question requires you to choose from among three, four or five answers. Many tests require you to select the best answer - even if none is correct.

An example is:

Eighty (80) divided by two (2) is:

(a) 4.0
(b) 400
(c) .40
(d) none of the above.

Of course the answer is (d). This question illustrates the necessity of reading all questions carefully. Scrutinize choices and eliminate the obviously wrong ones. If you're not really sure of the answer, an "educated guess" might be worth the risk. If there is no penalty for wrong answers, mark "b" each time you have no knowledge of the right answer.

Completion Questions

Completion questions are most difficult to answer because you must know the absolute answer and cannot guess. One type of completion question is:

"A famous Civil War General who became President of the United States was_____."

Key points to establish for questions of this type are:

(1) Can you guess or will there be a penalty for wrong answers? Many times there is no penalty and the answer will be counted wrong whether you respond incorrectly or offer no response at all.

(2) Many times length of the spaces provided for the answer will be a clue to the proper word. In the example, the answer is a three-word name, and a correct guess would be Ulysses S. Grant.

Sensitivities to subject-verb agreement will often help. A plural verb takes a plural answer. The article preceding the answer may also be helpful: "a", "an", "the".

Matching

This type of question requires you to match items in one column with items in another. The answer column often contains more words than the question column so that you can't get the last one by elimination. Some tests require you to use the same answer several times. Find out the ground rules and answer accordingly.

Essay

Essay questions are designed to determine how well you know a specific subject and how well you can organize your answer.

Do not approach essay questions too hurriedly. They often count more than other sections of the test. Read questions carefully to determine what is desired. Is the answer to be detailed? Are dates and other factual material needed? Are you to make comparisons? Are you to develop something?

If you are allowed scratch paper, jot down an outline of what you propose to write. Underline key words in your answer to guide the scorer. Give specific examples where possible to illustrate or fortify your answer. Use good grammar and check to see that you have spelled properly, punctuated as needed, and written legibly.

Other Tips

The importance of reading directions carefully, knowing how the test is to be scored, and planning your approach cannot be over emphasized. Do not

spend too much on one question (go on and return later to items you have not answered). Even though the most difficult questions are found near the end of most tests, you may be able to answer some or most of them. Answer first those questions of which you are sure. If you have time, go over unanswered questions. Then do your guessing.

CHAPTER VII JOB INTERVIEW

OBJECTIVE: The student will be able to participate in a job interview, providing the prospective employer with information about his/her qualifications and strengths with regard to a particular position. The student will be able to effectively communicate information as well as learn about the employer and the position from the interviewer.

RATIONALE: The interview provides an opportunity for 1-to-1 communication between the prospective candidate and the employer. It is important that the candidate effectively present his/her qualifications with regard to the given position for the employer's evaluation. The job interview is a critical point in a job search. This one conversation can be the determining factor in job seeking.

This chapter includes lessons which prepare the student for participation in a job interview to enhance the actual interview situations.

STUDENT ACTION:

1) Learn to prepare one's personal appearance for a job interview.

2) Prepare needed data and plans for a job interview.

3) Be familiar with problem questions and prepare to handle them tactfully.

4) Know the stages of a job interview.

5) Participate in simulated interviews.

6) Arrange for a job interview.

7) Carry out the necessary follow-up after the interview.

LESSON NO. 19 PERSONAL APPEARANCE FOR JOB INTERVIEW

COMPETENCY: Given the standards outlined in this lesson, the student will prepare himself/herself for the job interview with regard to personal appearance (i.e. grooming, clothing, personal action).

SUPPLIES: The instructor will supply each student with a copy of the following information:

Personal Appearance

Grooming:
*Be neat and clean
*Check clothing, hair, nails, ears, etc.
*Freshly bathed
*Use deodorant
*Hair neatly trimmed and combed
*Brush teeth - fresh breath

Clothing:
*Dress conservatively
*Avoid clothing styles that will detract the interviewer's attention from you as a person
*Clothing should be clean and pressed
*Suggested clothing for men:
dark suit (blue, dark grey, brown)
black or brown shoes (clean, not overly worn)
light shirt
plain tie
dark socks
no sunglasses
(remove your hat!)
*Suggested clothing for women:
dress, suit, pant suit (not too casual)
stockings
low-to-medium heeled shoes
no sunglasses
shoes clean and not overly worn.

How do you feel:
*Get a good night's rest the night before the interview.
*If you are ill, call and postpone your interview if possible

The way to act:
*Be natural
*Be yourself
*Don't slouch - use good posture
*Be pleasant
*Be wide-awake intelligent listener
*Don't appear too tense or too relaxed!

What you say:
*Practice voice control
*Use good diction
*Use correct grammar

What you do:
- *Be poised
- *Watch your manners (these are as important as your qualifications)
- *Don't do anything that would offend those you want to impress
- *Control your emotions
- *Don't smoke or chew gum
- *Do ask pertinent questions
- *Don't sit down until the interviewer asks you to be seated

STUDENT ACTION: The student will study the information on personal appearance and discuss the importance of personal appearance.

PERFORMANCE CHECK: The instructor will evaluate students' understanding of the information via class discussion and a practice, personal appearance day (each student will come to class as if going to an interview).

NOTE: Give this section the mirror test. "Mirror, mirror on the wall, who's the most appropriately dressed of all?"

Don't overcompensate tension with an "I could care less attitude!"

QUESTIONS FREQUENTLY ASKED

Given a list of questions frequently asked in job interviews, the student will answer (in his/her own words) concisely to the satisfaction of the instructor.

The instructor will supply each student with a copy of the following:

1. Tell me a little bit about yourself?...
2. Your family?
3. What are your future vocational plans?
4. In what school activities have you participated?
5. Which did you enjoy the most?
6. How do you spend your spare time?
7. What are your hobbies?
8. In what type of position are you interested?
9. Why do you think you might like to work for our company?
10. What jobs have you held?
11. What courses did you enjoy?
12. What do you know about our company?
13. What relevant training have you received?
14. What are your ideas on salary?
15. How interested are you in sports?
16. Can you forget your education and start from scratch?
17. Do you prefer any geographic location? Why?
18. How much money do you hope to earn at age 30? 35?
19. How did you rank in your graduating class?
20. What extra curricular activities did you participate in? Do you think they were worth the time you devoted?
21. What do you think determines a person's progress in a good company?
22. Why do you think you would like this particular type of job?
23. What is your father's occupation?
24. Are you looking for permanent or temporary work?
25. Do you prefer working with others or by yourself?
26. What kind of boss do you prefer?
27. Can you take instructions without feeling upset?
28. What have you learned from some of the jobs you have held?
29. What interests you about our product or service?
30. Were you in the military?

31. How long do you expect to work?
32. Which of your school years was most difficult?
33. Do you like routine work?
34. What size city do you prefer?
35. What's your major weakness?
36. Define cooperation.
37. Do you have an analytical mind?
38. Are you eager to please?
39. What do you do to keep in good physical condition?
40. Have you any serious illness or injury?
41. Are you willing to go where the company sends you?
42. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
43. What types of books and magazines to you read?
44. Do you plan to return to school?
45. Do you like to travel?
46. How about overtime work?
47. What kind of work interests you?
48. To what extreme do you use liquor?
49. What have you done that shows initiative and willingness to work?

STUDENT ACTION: Students will study the list of questions and be familiar with them. Students will be able to respond appropriately to these questions.

PERFORMANCE CHECK: The instructor evaluates the student's knowledge by class discussion and practice questions, allowing time for review and practice.

NOTE: Use a resource person from industry or business. Have him/her interview students for practice. Make arrangements to use an office with waiting room and receptionist.

"Question Grab-bag" - pair students off - 1 picks a question - other one answers. Follow with group decision.

LESSON NO. 21 PROBLEM QUESTIONS

COMPETENCY: Given a list of problem situations, questions, and suggested solutions, the student will respond appropriately.

SUPPLIES: The instructor will supply each student with a copy of the following information:

General

It is very easy to be "put on the spot" in a job interview. This usually occurs when the interviewer asks you a tough question that you are unable to answer without giving the matter considerable thought, or perhaps not able to answer at all. Either way, it may look bad.

That's why it is so important that you are prepared for the kinds of questions that you may be asked, especially the tough ones like:

"Why do you want to work for this company?"

"What is the real reason you left your last job?"

"What do you have to offer us?"

"How much do you figure you're worth?"

Unless you're prepared to answer these kinds of questions, you are likely to be stumped at some point during the interview.

Here are some sample situations and some suggested ways of dealing with them:

Work History

If you know that a former employer will not give you a good reference, it's good to make note of that fact from the first, making a clean breast of things, and explaining why you were not suited for the job. Suggest that some of your other references and former employers may have some much better things to say about you.

If you have had a "hopscotch" job history in which you jumped from job to job, you might explain that you were interested in exploring different kinds of work roles and that you are sure that you have finally found the kind of work you are suited for.

Lack of Education

If you are lacking in portions of formal education, or if you are deficient or weak in particular academic areas, don't try to hide it. For example, if you are poor at writing and spelling, the fact that you are willing to admit it shows you are aware of your problems and are likely to work upon improvement. If you intend to get more education, that's a good selling point.

About Pay

Even if the paycheck is one of your uppermost concerns at the present, you should not appear to be overly interested in money. Be modest, explaining that pay is not the most important consideration. More important in the long run is the amount of opportunity that a job offers. Show that you are ambitious and expect to earn and receive promotions, but as a starting pay would be satisfied with a comparatively modest salary.

Physical and Mental Problems

If you have a handicap of any kind that may affect your performance on the job, be sure to mention it to the interviewer, but be careful not to undervalue your capabilities. After all, you wouldn't be interviewing for the position if you didn't think you could do it, would you? Actually, because of affirmative action, which you will be studying later, it may be very much to your advantage to disclose any handicaps you may have.

Special Personal Problems

Just about everyone has an aspect of his/her personal life they don't like to talk about--the proverbial "skeleton in the closet". It may be family problems, problems in school, problems with the law, or other personal problems. You may be sure that the interviewer will be very interested in discussing these with you, so be prepared to give an accounting of them during the interview. Never lie. Show how you've taken steps to overcome or to live with the problems. If the problem is such that it will in no way affect your performance on the job, you may elect simply not to bring it up. Frequently, it's better not to volunteer certain kinds of information, but instead to be ready to deal with the issue, should it ever come up. If the problem is such that it may affect your performance on the job, or is the kind of thing that will

eventually come out into the open anyhow sooner or later, it is best to deal with it from the very first, covering it very briefly and then moving on to something else.

STUDENT ACTION: The student will study these problem situations which can arise in a job interview and discuss how best to handle them.

PERFORMANCE CHECK: The instructor will evaluate student's knowledge of these problems and recommend solutions by class discussion.

LESSON NO. 22 THE INTERVIEW FROM YOUR SIDE

COMPETENCY: The student will become more familiar with what to expect in a typical job interview situation and will become aware of the necessity of being able to handle various approaches frequently encountered when being interviewed for a job.

SUPPLIES: Handouts

STUDENT ACTION:

1) Reviewing interview situations frequently encountered in the job search.

2) Comparing different ways of responding to particular job interview situations.

3) Discussing common interviewing techniques and ways of handling them.

PERFORMANCE CHECK: The student is able to draw from personal experience or his or her imagination several different examples of types of interview situations and describe the ways of effectively dealing with them.

THE INTERVIEW FROM YOUR SIDE

First of all, you must rid yourself of the notion that all the people that will be interviewing you will know what they are doing. Chances are, they won't.

People who conduct interviews are not always very knowledgeable about interviewing techniques, since most conduct interviews only as a necessity to fill a job opening. Many are inept listeners; others are confusing, hard to understand speakers.

You shouldn't let their role as interviewers intimidate you, though. Instead, try to establish a rapport between you by putting yourself in the interviewer's shoes in order to do your best in helping him or her to conduct a successful interview.

You won't have to go on too many job interviews before realizing that no two are alike. Even though each is unique, most interviews seem to fall into one of several descriptive categories such as:

"The Factfinding Approach"

Situation: the interviewer continues to intently read and reread your resume or application as if to memorize it, then coldly fires a series of very pointed questions about your motives, personal background, and experience.

Usual response: With no rapport being established, you continue to try to answer the rapid-fire questions, without understanding the interviewer's purpose; you get more and more nervous, feeling as if you are on trial; you become more and more defensive, which causes unfavorable feelings with the interviewer.

Another response: This interviewer may have known the proper criteria for use in selecting an employee, but apparently knew less about how to use the interview for evaluating prospective employees. The "factfinding" approach is poor because the interviewer won't get to know you as a person very well at all.

When you run into this type of approach, a good strategy is to try getting the interviewer to talk. Do so by answering the questions with comprehensive statements of facts, examples, and specific accomplishments. Do not give any one-word or single-word sentence answers to any question. Your task is to engage the interviewer in discussion and to get him or her away from the courtroom. As you offer longer answers, the interviewer will probably become more relaxed and you will have more likelihood of success.

"You're a Customer"

Situation: The interviewer puts your resume aside and in talking about the company, soon lapses into his or her favorite sales talk.

Usual response: Frustrated, you listen to the sales talk while waiting for the topic to turn to you and the job opening. It never does and you leave, uncertain as to why you came and wondering if the interviewer paused long enough to even get your name right.

Another response: Listen carefully to the interviewer, listing all the points being made. Use questions to guide the interviewer's comments to areas of interest to you, but don't attempt to intervene.

When the interviewer starts repeating points previously made, it is time to act. Start by summarizing the major points of the interviewer's presentation. You might say, "Let's see if I've gotten what you've been telling me correctly...".

The interviewer may have given the sales talk to determine your interest in his or her type of organization or to inform you of its operation to test your grasp of the situation.

Your task here is to gain a mutual understanding of the company's needs. Once that is accomplished, you can address each of them and show how your abilities, experience, and interests could help satisfy those needs. This is the time for you to do most of the talking, so concentrate on those aspects of your qualifications which directly meet the needs of the company, rather than discussing your complete resume. You are showing the interviewer how the company's needs will be fulfilled by hiring you.

"Do-it-yourself Interview"

Situation: The interviewer throws you the ball and doesn't seem to want it back. Opening with something like "Well, what can I do for you?" or "What questions do you have about the job or the company?", the interviewer obviously wants to take a back seat in the interview.

Usual response: Little rapport is usually established, and the interviewer gropes through a somewhat rambling dissertation on his or her resume and career aspirations until the interviewer, apparently having heard enough, summarily indicates the interview is concluded.

Another response: The interviewer is very probably inexperienced or inept at conducting an interview, or both. In a case like this, you should help out by taking charge of the interview in an appropriate fashion. Start with questions aimed at getting the interviewer to tell you all about the company and especially about the area of interest to you. Use each of the responses, if necessary to trigger the next question. Be sure to note all the major points brought out by the interviewer, for later use in selling your qualifications, and some you'll have established rapport and on your way to a successful interview.

"The Quickee"

Situation: The interviewer obviously very pressed for time for one reason or another and seems distracted because of it.

Usual response: You shake hands, have a seat--and just when you've warmed up a little by answering one or two peremptory questions, the interviewer is ushering you toward the door with the usual "Don't call us; we'll call you..."

Another response: Sometimes an interview goes quickly, because the minute the employer saw you or glanced at your resume or application, you were written off as not being right for the job. In this case, there's probably not much you can do about it. But many times a quick interviewer is again simply someone who doesn't know how to interview people. They just go through the motions, relying upon the interviewee to help out. By being assertive and by giving comprehensive answers with examples and plenty of references to your accomplishments, you will frequently be able to overcome such a situation. In a case like this, it's up to you to determine from the onset of the interview whether the interviewer is genuinely pressed for time. If so, try to reschedule your interview; if not, try to draw the interviewer out.

There are many more different types of interview situations than those given above; in fact, every interview is unique and therefore is different from all others. The purpose of this lesson, however, has been to acquaint you with several characteristics of common interview situations and recommend some appropriate responses to them.

NOTE: In many ways, an interview is like a game--a serious one, it's true--but one nonetheless with certain rules that must be followed and ways of scoring points by using the right kinds of moves. The rules of interviewing will be covered in the following chapters, but as in many games, the moves will be up to you. So as you are reading about the interview process try to imagine what would be going on in a real interview. And when you are practicing the interview, take it seriously and make it as realistic as possible--because sooner or later, you will find yourself sitting in an employer's office, this time playing for real.

LESSON NO. 23 THE INTERVIEW FROM THE OTHER SIDE

COMPETENCY: To develop an appreciation of the many factors that go together in the making of a successful interview--common reasons why applicants fail to be hired, the criteria generally used in evaulating job candidates in the interview, and the different things that turn interviewers off.

SUPPLIES: Handouts

STUDENT ACTION:

1) Studying the different factors involved in the interviewer's evaluation during the job interview.

2) Discussing traits, qualities, and attitudes--both good and bad—that come in play during interviews and evaluating them.

3) Developing recommendations for overcoming negative factors.

PERFORMANCE CHECK: The student will be able to give examples of negative factors frequently encountered in the job interview and will be able to cite ways of dealing with them.

THE INTERVIEW FROM THE OTHER SIDE

The interview from the other side of the desk isn't so easy, either. Interviewing people for jobs frequently involves seeing and evaluating a great many applicants in one day, and it is often a trying task. The most common reasons for not being able to place applicants in a job are:

1) Poor attitude
2) Unstable work record
3) Bad references
4) Lack of self-selling ability
5) Lack of skill and experience
6) Not really anxious to work
7) "Bad mouthing" former employers
8) Too demanding (wanting too much money, or to work only under certain conditions)
10) Unable to be available for interviews or cancelling out

Are any of these qualities pertinent to you? If so, you should consciously and constructively work to improve upon them. You may want to "slant" your resume and overall job hunting approach to minimize certain of the qualities you can't actively control, such as being too specialized in a low demand area.

It is generally agreed that most employers are apt to evaluate you in an interview according to the following general criteria:

1) Appearance
2) Personality, "people" skills, attitudes, poise
3) Knowledge of job, education and experience
4) Drive, enthusiasm, interest, attitudes
5) Good references
6) Complete, well-organized application or resume
7) Stable work record reflecting growth

From this list, which isn't necessarily in the order of importance, you can nonetheless see that while skills, educations, and experience are areas in which you will be evaluated, other qualities may be equally if not more important. From the employer's point of view, skills may always be taught, thereby providing education, and experience can always be developed. The other things--like character, personality, attitudes, enthusiasm--can't be taught or provided by the employer.

Here are some of the things commonly encountered by interviewers that tend to "turn them off":

1) Poor appearance
2) Poor attitude
3) Lack of manners and personal courtesy

4) Chewing gum, smoking, fidgeting
5) No attempt to establish rapport; not looking the interviewer in the eye
6) Being interested only in the salary and benefits of the job
7) Lack of confidence; being evasive
8) Poor grammar, use of slang
9) Immaturity
10) Not having any direction or goals

NOTE: Interviewers prefer people who are interested in the job, the company, and the company's goals rather than persons who seemingly are interested only in what they have to do to receive a certain amount of money. Interviewers prefer persons that can skillfully uphold their part of the interview process, so that the result of the interview is a give-and-take of meaningful dialogue, and not just a bunch of rambling, disorganized conversation.

LESSON NO. 24 THE DO'S AND DON'T'S OF JOB INTERVIEWING

COMPETENCY: To give the student a working knowledge of the conventions, practices, and demeanor associated with the job interview process, instilling within him or her a value of what is proper when being interviewed for a job.

SUPPLIES: Handouts

STUDENT ACTION:

1) Studying do's and don't's of job interviewing.
2) Developing lists of related do's and don't's.
3) Discussing the various pitfalls of the interview process.
4) Criticizing simulated interviews.

PERFORMANCE CHECK: The student is able to distinguish between what is proper in an interview, what is not, and is able to cite examples under different interview conditions.

THE DO'S AND DON'T'S OF JOB INTERVIEWING

The purpose of the job interview is to enable the final selection of a single applicant for a given job. Many persons will usually apply for an opening, some of them with impressive qualifications, but the results of the interview ultimately determine who wins the job and who doesn't. Frequently an intial interview will weed out all but a handful of applicants, and a second interview is required in order to reach a final decision.

Who wins, and who loses? Obviously, an important factor in the final outcome is how well an applicant handles his or her portion of the interview. While each interview situation is unique, at the same time there are certain guidelines and conventions which are applicable to all interviews. The following pointers are a summary of tips usually given by experts in the field:

1) Dress in attire that is appropriate for the situation. Leave your flashy clothes in the closet and instead wear the more conservative ones. Be neat and proper, with clean fingernails, a sparkling smile, and pleasant attitude.

2) Watch how you comport yourself. Maintain poise, good posture, and proper bearing. Stand tall; sit up straight. Don't fidget or slouch--but also appear relaxed and confident. No smoking or chewing gum.

3) Have a firm handshake and look the person in the eye. Be businsslike and assertive, but not aggressive.

4) Let the interviewer lead, and as early in the game as possible try to determine what is expected of you so that you will be able to carry off your part of the interview successfully. Usually you should give a specific answer to a specific question and answer a general question with a general answer.

5) Never seek a job by saying you can "do anything". Always have your objective in mind.

6) Pay attention to your voice. Speak loudly enough and enunciate distinctly. Make your voice reflect confidence and purpose.

7) Use proper speech, avoiding slang, offensive language, and bad grammar. Prove yourself as a person skilled in the art of communication.

8) Always get the interviewer's name right and use it where appropriate during during the interview.

9) Go alone. No exceptions.

10) Let the interviewer know what you have to offer the company. Dont' brag or exaggerate, but don't be too modest, either.

11) Be enthusiastic, alert, and interested. Take an active part in the interview and do your share in establishing rapport between the two of you.

12) Don't be afraid to admit you don't know something if asked. Don't be a know-it-all.

13) Don't be critical of former employers or fellow workers.

14) Don't bring up personal and financial problems.

15) Watch your timing in asking key questions such as salary, benefits, and vactions.

16) You will usually be asked at some point if you have any questions, so you should be prepared. Ask questions about promotional opportunities, the company, or about the job itself. This will help to show interest on your part.

17) At the end of the interview, if you aren't told when the decision to hire will be made, ask.

18) The interviewer is always the one who decides when the interview is over. Always end your part of the interview with courtesy and grace. If you are told that you won't be getting the job, find out why so that you may be able to possibly prevent its happening again.

19) Be sure to have with you anything you may need at the interview, such as certificates, licenses, etc.--it's also a good idea to take along an extra copy of your resume.

20) Relax, be natural, be yourself.

LESSON NO. 25 THE SIMULATED INTERVIEW

COMPETENCY: The student will be able to apply the concepts of successful interviewing in practice situations which will be criticized by class discussion.

SUPPLIES: Handouts or verbal instructions outlining the elements of typical interview situations to guide the students in the simulated interviews. Each practice interview should consist of one student playing the role of the interviewer and another assuming that of the job applicant. The role-playing interviews should be brief, as realistic as possible, and should be followed by an informed class critique and discussion aimed at providing both a greater understanding of the accepted principles of job interviewing and a general evaluation of each student's job interview approach and techniques. Here are some example situations:

Walk-in Interview

You have learned that Mr. Jones, the owner of Sunshine Enterprises, may be looking for additional employees. The company, which is a small but growing manufacturing and supply concern dealing in automotive parts, has a division for sales, production, delivery, and office functions and presently employs about forty or fifty people. You don't know what kind of help Mr. Jones may be looking for—if indeed he is at all--but your job objective indicates that you are interested in a bookkeeping/accounting position, since you have had some experience along this line in keeping books for your father. According to his secretary, who is at this minute escorting you to Mr. Jones' office, now is a good time to talk with him. Naturally, you are presentably dressed and have a copy of your resume or CAPS form with you.

The Arranged Interview

You have responded to a promising want-ad by calling the company; you have met the personnel manager Mrs. Smith over the phone and have arranged for an interview. The company is looking for a "sales coordinator", and while you're not too sure of what it is, you're looking for a job that involves dealing with people in

a responsible capacity, one that will utilize your organizational ability and leadership skills. You haven't been able to find out much about the company except that it is apparently some kind of large midwestern wholesaling operation that deals in a wide diversity of medical products. Mrs. Smith returned your friendliness over the telephone and you are looking forward to meeting her in person.

STUDENT ACTION:

1) Role-playing a variety of simulated interview situations.

2) Criticizing simulated interviews.

3) Reviewing do's and don't's of interviewing.

4) Discussing concepts of successful job interviewing.

PERFORMANCE CHECK: The student is able to apply what he or she has learned about interviewing within a simulated situation in a competent and professional manner. During class critique, the students are able to offer perceptive and constructive critism both for the "interviewer" and for the "applicant".

LESSON NO. 26 PREPARATION FOR INTERVIEWS

COMPETENCY: The student will gain an understanding of what will be expected during the interview process and will be able to prepare accordingly.

SUPPLIES: Handouts

STUDENT ACTION:

1) Discussing what is expected in a typical job interview.

2) Discussing common interview pitfalls/problems and how to prepare for them.

3) Comparing interviews to test.

4) Listing ways of bettering one's probability for a successful interview.

PERFORMANCE CHECK: The instructor will be able to evaluate the student's skills in this lesson by class discussion and assignments listed under Student Action section.

NOTE: Anyone that is not at least a little nervous before being interviewed by a prospective employer simply is not normal.

PREPARING FOR AN INTERVIEW

Apart from preparing yourself physically in order to create a favorable impression on your appearance, it is also wise to prepare yourself mentally for the interview. Be preparing yourself to provide the kinds of information the interviewer will be searching for, the information upon which he or she will base the fateful decision to hire or not to hire. It is said that in a good interview, you will do eighty percent of the talking.

The interviewer will discuss with you the answers you have given on your resume or on the employment application. He or she will enlarge your answers in order to draw you out in more detail, attempting to discover the following things about you:

How you express yourself
The extent of your vocabulary
Your mannerisms
Your ability to "think on your feet"
Your basic temperament
Your ability to get along with others
Your sense of humor

The interviewer will also be looking for personal characteristics:

Positives	Negatives
Appearance	Nervousness
Courtesy	Agitation
Politeness	Evasiveness
Sincerity & warmth	Overagressiveness
Humility	Bragging
Self-confidence, poise, and bearing	Down trodden attitude
Method of reasoning	Unsociability
Intelligence	Antagonism
Patience	Personality quirks
Enthusiasm & interest	Prone to complain
Your grasp of the situation	

In preparing yourself for the important job interview, you should spare no pains to do anything that might give you an advantage.

Stay at home the night before, have a simple (no spicy food to give you nightmares) meal, go to bed early.

Get up in plenty of time to have a relaxed breakfast and stay relaxed. Spend the time building your confidence and thinking about how you will handle the questions that are sure to be asked

"Why should we hire you?"
"What are your greatest accomplishments?"
"What are your strengths and weaknesses?"
"What do you mostly look for in a job?"
"What do you mostly look for in a job?"
"How long will it take you to catch on to this job?"

Try to get an early interview; the time of day or the day of week can be important.

Try to avoid Monday morning interviews, interviews immediately before or after lunch, or interviews just before a holiday. Friday morning interviews are great if you can manage one. Also, try to arrange the interview to coincide with your peak phase of the day.

Get the things together that you may want to have with you at the interview, in case you need them--letters of recommendation, certificates and awards, extra resumes or CAPS forms, transcripts, note pad and pen, etc.

Learn all you can about the company.

Finally, give yourself the once-over, make sure you have everything, and BE PROMPT; not too early; not at all late. Ten to fifteen minutes before you're scheduled is considered about right.

NOTE: Have you ever thought about yourself as being your own company? You are, you know. In addition to being president, you're also vice-president in charge of management, planning, advertising, marketing, and selling. In the interview, you must bring all of the functions together in a unified and highly successful way--your future may depend upon it.

CHAPTER VIII REJECTION SHOCK (All this and no job!)

OBJECTIVE: The student will learn to recognize hazards of becoming discouraged after unsuccessful attempts to land a job and will be prepared to encounter rejection shock during his/her own job search.

RATIONALE: Anyone who has been on a serious job hunt has likely encountered periods of rejection shock after having been turned away from several promising jobs. It's only natural that self-doubt, dejection, and low personal esteem set in. The harder one tries, the more keenly the disappointment of being unsuccessful is felt.

Rejection shock is one of the worst and most insidious enemies of a successful job search. Unless it is effectively controlled, it can sabotage all prospects of employment and do serious harm to the psyche of the job hunter.

STUDENT ACTION:

1) Defining "rejection shock."

2) Reviewing methods of preventing its occurring.

3) Discussing ways of coping with it.

NOTES: Questions for discussion:

1) Can everyone get a job if he/she really wants one and tries hard?
2) Should a job hunter expect defeats?
3) Why is discouragement costly?
4) Why is it important to tackle job hunting constructively?
5) What qualities do not help to get jobs?
6) What makes a job different from an occupation?
7) What characteristics give the job hunter an advantage?

LESSON NO. 27 WHERE DO YOU GO FROM HERE

COMPETENCY: The student will be able to define "rejection shock" as a concept and will be able to describe ways of coping with it.

SUPPLIES: The instructor will supply each student with a copy of the information sheet for lesson #27.

STUDENT ACTION: The student will read and discuss the information sheet in class, giving specific examples and illustrations of rejection shock, as well as ways of successfully dealing with it as an individual.

PERFORMANCE CHECK: The instructor will evaluate the students by their participation in class discussion.

The student will be able to list a least four ways of dealing with rejection shock.

As a job-hunter, be forewarned of a common ailment particular to the species: "Rejection Shock".

What exactly is this? And when does it occur? These questions might come to mind. To clarify further, let's break down "rejection shock" technically:

Rejection--the state of being rejected or excluded; denial; dismissal.

Shock--a violent jar; an effect of violent disturbance.

These are more strict definitions of terms. In the context of job-hunting "Rejection Shock", as described by Richard Bolles in his book, "What Color Is Your Parachute?", occurs when a person sets out to look for a job, confidently follows all instructions that are given...only to discover that none of that works for him/her. And after a lengthy time is still unemployed. Then goes into Shock, "characterized by slow and rapid erosion of self-esteem, a conviction that there is something wrong with him/her, leading to lower expectations, depression, desperation, and/or apathy. This assumes, consequently, all the proportions of a major crisis in life, personal relations and family, leading to loneliness, irritability, withdrawal, where divorce is a consequence and even suicide is possible."

Sound pretty bleak? It's the pits and it happens, is happening and will continue to happen to countless job-hunters, even to you.

However, because everybody looks for jobs and everybody get rejected from time to time, cures to this ill have developed.

Prescribed cures are: 1) Preparation: prepare to avoid the obvious adversity that each job-hunter is likely to encounter. Prepare yourself with the resources at hand, mainly you. 2) Caution: it is easy to slip into this quicksand, especially while embarked on the not-so-easy task of job-hunting. The hardest job you may ever have is that of looking for a job. 3) Consolation: console yourself, there's nothing wrong with you--everyone feels similar despair. 4) Determination: determine to help

yourself and others by sharing your better understanding of the blight of "Rejection Shock"...as we hope you will be better prepared by our explanation of this pitfall in the job-hunting process.

CHAPTER IX YOU'RE HIRED

OBJECTIVE: The student will be knowledgeable about the many factors immediately preceding and leading to final acceptance of a job and about the things that will be required after he or she has been accepted for employment.

RATIONALE: Getting a job isn't an everyday occurence for the individual, but just the same, there are certain things that need to be considered and other things that need to be done, perhaps more than can be listed here. However, presented herein are some general notions and guidelines that will undoubtedly assist the job hunter inlanding and becoming situated in a job.

STUDENT ACTION:

1) Becoming familiar with the types of forms to be completed when hired.

2) Studying unions, professional groups, and contracts.

3) Learning the elements of a job description.

4) Developing an appreciation and understanding of typical employer benefits.

5) Discussing Employee/Employer rights.

LESSON NO. 28 FORMS TO BE COMPLETED

COMPETENCY: To acquaint the student with the types of forms that may be required of him or her and their purpose.

SUPPLIES: Handouts, sample forms

STUDENT ACTION:

1) Listing the major forms required of employees.

2) Discussing the nature and purpose of each as it pertains to employment.

3) Discussing other types of forms that may be encountered and the possible reasons for employers to require them.

PERFORMANCE CHECK: The instructor will be able to evaluate each student through class discussion.

FORMS TO BE COMPLETED

Social Security

Since you are legally required to have a social security number for all but a very few types of employment situations you should register with the Social Security Office as soon as possible before you even begin your job search.

Your employer will need to have your social security number, because a small amount will be deducted from your paycheck and deposited in your federal social security account, with your employer matching each deduction by contributing an equal amount to your account. Social security retirement, survivors and disability benefits, and hospital insurance benefits are paid for by contributions based on your earnings, so that the funds will be available when you become eligible through disability or retirement. The social security number is playing a growing role in many other aspects of modern living, too--and is frequently required for bank accounts, insurance, driver's license, library cards, and so on.

Employee's Withholding Allowance Certificate

Your employer must withhold a certain amount of your earnings and turn it over to the federal and state governments for payment of your taxes. Upon being hired, you will be required to complete a Form W-4 (Employee's Withholding Allowance Certificate) or a Form W-4E (Exemption From Withholding) for your employer's records, in addition.

At the end of the year you will receive from your employer a Form W-2 (Wage and Tax Statement) which provides a summarizes record of the wages you were paid, those that were subject to income tax withholding, and amount of federal income tax withheld, and the amount of social security contributions deducted from your earnings.

Insurance Forms

If your employer provides insurance for you, it will be necessary for you to complete a medical history and insurance application form, giving the details of your personal health and your family's health history.

Other Forms

In addition to the Federal and State tax forms, there may be a myriad of other forms you will be required to complete. Examples of these might be agreement forms, assurances, waivers, and detailed personal history forms. You should be absolutely accurate in filling out these forms, because like

most application forms, they usually contain provisions that you may be fired, or have action taken against you, for giving false or misleading statements. Be sure you understand the purpose of each form you sign, however, and how it will be used.

LESSON NO. 29 UNIONS AND CONTRACTS

COMPETENCY: To review and enhance the understanding of the role of unions and professional organizations and the provisions under which one accepts employment.

SUPPLIES: Handouts

STUDENT ACTION:

1) Studying information on unions, professional groups, and contracts.

2) Developing an understanding of the significance of the choice as to whether to enter into an agreement or not.

3) Relating various endeavors in the business world which require written commitments and the purposes for this form of assurance.

4) Debating the possible pro's and con's of joining a union or professional organization.

5) Discussing typical job situations when one would be required to sign a contract.

PERFORMANCE CHECK: The student will be able to list at least five benefits of joining a union or professional organization, together with the similar drawbacks, and will be able to define the purpose and nature of a written agreement or contract.

Needless to say, it is extremely important that you carefully study any contract before signing it and are fully aware of all its provisions. You should ask yourself questions like:

1) What is the purpose of the contract and why is it necessary?

2) How does it favor the employer and what provisions are for my protection?

3) Exactly what are my obligations under the contract, and what are those of the employer?

4) What are the consequences of either party's violation of the contract?

Remember that such a contract will be legally binding to both parties and be absolutely sure of your decision when you make it, having carefully considered every possible contingency. If you're unsure of any of the terms or clauses, by all means have them explained to you so that you will have full knowledge of what you may be letting yourself in for.

LABOR UNIONS AND PROFESSIONAL GROUPS

Only a few years ago, unions and professional organizations were distinctly different groups. Union membership was largely comprised of craftspersons and laborers, while professional included mostly college-educated and credentialled persons engaged in a given discipline or special type of work.

Now, however, the functions of both types of groups have changed and seem to be combining in common efforts. Chances are, you will be given a choice of whether or not to join a union or a professional organization, since one or the other covers most jobs today.

Before making the decision, however, you should attempt to gather information such as:

1) How will I benefit?
2) How much will it cost?
3) Is the organization democratically operated, so that I will have input?
4) How is the organization affiliated at the state and national levels?
5) Does the organization add to the well-being and growth of the company?
6) Does it foster an attitude of mutual concern?

The decision of whether or not to join such an organization should not be taken lightly, because it is likely to directly affect the outcome of your job with the company. You must weigh the benefits offered by the organization carefully, together with the company's expectations of you.

Contracts

Whether or not you actually sign a written contract form in accepting employment, you have actually established a contract between you and your employer, wherein you agree to do certain things in return for a given amount of remuneration and benefits. In some cases, however, it is necessary to put the terms of such an agreement in the form of a written contract so that there is no possibility of a misunderstanding on the part of either you or your employer. Usually a written contract is developed if the employer plans to invest quite a bit of training in you, or to cover other special provisions of the terms of your employment, such as bonding, minimal lengths of employment terms, and so forth.

NOTE: Private employment agencies, as you have learned, also require that a contract be signed, as do most unions and some professional groups.

LESSON NO. 30 EMPLOYEE BENEFITS

COMPETENCY: To discourage the use of stated salary as the sole criterion used in the selection of a job and to develop an appreciation for the contributions of typical employee benefits.

SUPPLIES: Handouts, want ads listing benefits

STUDENT ACTION:

1) Studying various forms and types of employee benefits.
2) Comparing employee benefits typically offered.
3) Discussing the merits of different types of employee benefits.
4) Showing how consideration of employee benefits may be as important as monetary rewards.

PERFORMANCE CHECK: The student will be able to describe at least two examples of common employee benefits.

EMPLOYEE BENEFITS

Once you have established what constitutes your half of the agreement--what you must do, how well, and under what conditions; you and your prospective employer should together explore the other side of the bargain--what the employer will give you in return.

Just as many potential employees, in their headlong push to get a job as soon as possible may neglect to find out what will be expected of them, many also are interested only in what a job pays. They neglect to find out about all the other benefits and frequently may not even apply for a job because the salary seems too low.

However, in looking at the long-range rewards of a job, there are more things to take into consideration than salary, because often a seemingly low-paying job with a good benefits package will net you more over the long haul than one that offers much higher earnings. In fact, benefits are a way for the employer to give you more rewards than the company could by giving you the same amount of money. Here are some examples:

Insurance

Frequently the employer will pay for your health and medical insurance and in doing so, usually gets you better coverage than you could get on your own with the same amount of money. The employer can do this, because by offering such benefits to the entire staff, he or she can get coverage cheaper by buying in quantity. Or, it's not at all uncommon for an employer to subsidize an insurance plan, so that as an employee, you can get it at a fraction of its usual cost.

Vacation

The length of vacation and whether it's paid or not is a very important benefit. Check on this, on sick leave policy, "personal" days, and other forms of discretionary absences. Many employers, for example, will let you attend courses on company time or will guarantee you periodic training programs and expense-paid trips. Also, many offer company vacation plans and recreational activities at a substantial discount or free.

Expense Accounts

Most jobs that require out-of-pocket expenses have liberal expense repayment. Sometimes it's possible to be granted an expense account that's as large as the salary. Many companies offer other things too, like free coffee, free uniforms, free transportation, inexpensive lunches at the cafeteria, a company car and free parking, where you would have to pay for these yourself otherwise.

Promotion Opportunities

As a benefit, you may be promised regular increases in pay and other benefits and may be guaranteed to attain certain levels of achievement within a specified time.

Other Benefits

The different kinds of benefits and incentives offered by employers are of an endless variety. Profit sharing, for example, automatically gives you stock in the company which can be converted into cash. Employers also pay unemployment benefits, so that in the event you are laid off you will be able to receive regular unemployment compensation. Many companies allow their employees to purchase their goods at cost; others may pay for your relocation in the event you have to move in order to work for them.

You should be able to see by now what is meant by benefits. They are many and they are varied, but most companies offer at least a few. You can see why it is important to find out about all the benefits associated with a job--in addition to the salary--before making a decision. Frequently it is necessary to sit down with paper and pencil and decide how much each of the benefits would cost you if you were paying for them before you can evaluate the true net worth of a job.

LESSON NO. 31 JOB DESCRIPTION

COMPETENCY: The student will be able to analyze a prospective job objectively and with particular attention and concern for the details that may be decisive factors in his or her subsequent satisfaction and success on the job, as well as that of the employer's.

SUPPLIES: Handouts

STUDENT ACTION:

1) Studying the components of job descriptions as behaviorial objectives.

2) Discussing the importance of each and the possible consequences of omitting any one of them in obtaining full information about what will be expected in the job.

3) Developing complete job descriptions for typical occupations, listing tasks, degrees, and conditions.

PERFORMANCE CHECK: The student is able to outline a comprehensive job description for a given occupation, listing the essential information required.

JOB DESCRIPTIONS

Again, in accepting employment you are giving your consent to abide by an agreement between yourself and your employer. Failure of either person to live up to the terms of this agreement, whether it is formally stated or not, will usually result in your having to renew your job search. For example, if you don't receive what you were led to believe you would receive in pay, vacation, and benefits, you may quit. On the other hand, if you aren't able to perform the job as the employer has been led to believe you can, you will probably be fired or will quit. Either way, such a misunderstanding can be very damaging.

That's why it's so very important that you fully understand all the conditions, both implicit and stated, under which you have accepted the job. Usually most or all of this will be brought out in the interview or shortly thereafter, but the main thing is that have all the facts before agreeing to go to work.

The employer will want to find out all about you and how well you may be able to do the work he or she has in mind, so that's the best time for you to help out by finding out what the job entails on your part. Essentially, you need to find out:

1) What it is you must do. Try to get a complete description of the tasks, responsibilities, and day-to-day functions that you will be expected to perform. Once you agree, for example, to do the bookkeeping in a restaurant and later find out the job also entails sweeping out the place, doing the dishes and emptying the trash--seven days a week--it's a little late to do much about it. Many employers nowadays have a written job description which covers the requirements and duties of the job. If none is available, be sure to review all the details of the job--particularly if it has a very general title, like "assistant" or "helper" or "manager"--so that you know before hand exactly what you will be expected to accomplish. Let your employer know that you know by asking specific questions and by carefully reviewing each detail.

2) To what degree or how well it must be done. Find out how your performance will be evaluated and the full extent of your responsibilities. For example, you may learn that your job will consist of placing part "A" on top of part "B" and putting them both inside of "C", but you neglected to find out that you will be paid only for those passing a very strict inspection for extremely close tolerances, and that most people get only fifty percent of them close enough to pass inspection. Or you may understand the details of a given task perfectly, only later to find that you will be responsible to several bosses in several different establishments. Just finding out what it is you must do isn't enough; you must also find out how far you must go in doing it acceptably.

3) Under what conditions you must do it. Often neglected, this is an extremely important aspect of the job description. All the conditions that have impact upon your accomplishing the job, including not only just the physical but the psychological, seasonal, environmental, and social as well must be carefully reviewed. As a somewhat ridiculous example, suppose you took a high-paying job which was in "public relations" and consisted of "meeting and talking with the public"--and later found that you were supposed to do this while walking around downtown, wearing a sign and a clown's outfit!

The physical setting in which you will work--the hours, the kinds of people you will work with, the kinds of equipment you will use--all of these can be very decisive factors in your job satisfaction and success. Be sure to get all the facts about the job before you accept it.

LESSON NO. 32 EMPLOYER/EMPLOYEE RIGHTS

COMPETENCY: The student will become sensitized to the major laws dealing with employer and employee rights and their direction, intent, and general content.

SUPPLIES: Handouts

STUDENT ACTION:

1) Reviewing the information contained on the Employer/Employee handout.

2) Discussing the nature and intent of the major legislative actions with regard to employee and employer rights.

3) Discussing current trends in employer/employee rights.

4) Discussing examples of employer/employee rights where legislation would come into play.

PERFORMANCE CHECK: The student is aware of the major legislative actions and programs dealing with employer/employee rights and can answer general questions about what is provided in each.

NOTE: It is important that the student, in studying this chapter, be made aware that most of the employer and employee rights covered have come about only recently, and as a result of legislated action during a time of some very sweeping changes which encompass not only the present, but the foreseeable future as well, in which much reform has occurred and is continuing to occur in the employment practices of working America.

THE FAIR LABOR STANDARDS ACT AND MINIMUM WAGES

The Fair Labor Standard Act of 1938 and its subsequent amendments establish a minumum wage, maximum hours, overtime pay, and child labor standards. Generallv. the act has been extended to require that the minimum wage will be applied to just about everyone in all jobs except employees of certain seasonal amusements or recreational establishments; of motion picture theaters; of certain small newspapers; of switchboard operators in very small telephone companies; seamen on foreign vessels; and fish farmers and fishermen. Farm workers employed by a farmer who did not use more than 500 man-days of farm labor in any calendar quarter to the preceding calendar year; employees engaged in certain operations relating to specified agricultural commodities; and employees in small forestry and logging operations.

Exemptions from Overtime Requirements Only

Employees of hotels, motels, restaurants; employees of retail or service establishments who are employed primarily in connection with certain food or beverage services;

Certain higher-paid commission employees of retail or service establishments; salespersons, mechanics, and people primarily engaged in selling or servicing automobiles, trucks, trailers, farm implements, aircraft;

Employees of railroads, pipelines, and carriers by air covered by specific statutes, operating engineers of urban transit systems; taxicab drivers, seamen, employees of certain motor carriers, and local delivery drivers paid on a trip basis;

Employees in canning, processing, storing, marketing, and distributing aquatic products;

Announcers, news editors, and chief engineers of metropolitan broadcasting stations are all exempted from overtime requirements.

Workweek

The workweek is the term applied to a period of 168 hours during seven consecutive 24-hour periods, and may begin on any day of the week or at any hour as established by the employer.

Hours Worked

Any employee subject to the act must be paid in accordance with all hours worked during the workweek. In general, "hours worked" includes all the time an employee is required to be on duty, or on the employer's premises, or at other prescribed places of work.

Tips

Tips received by an employee may, within prescribed limits, be considered by the employer as part of the wages of the employee, but may not exceed 50% of the applicable minimum rate.

Employer-Furnished Facilities

The reasonable cost of board, lodging, and other facilities provided by an employer may be considered as part of the employee's wages.

How to Compute Overtime Pay

Overtime pay must be paid at a rate of not less than 1½ times the employer's regular rate of pay for each hour worked in a workweek in excess of the maximum hours applicable to the type of employment in which the employee is engaged.

EQUAL EMPLOYMENT OPPORTUNITY

The Equal Employment Opportunity Commission has been established by the federal government to monitor employment practices and to prevent discrimination in work. Similarly, there is an agency at the state level that is charged with overseeing this responsibility.

Basically, the areas of discrimination identified in the Civil Rights Act of 1964 are concerned with race, color, religion, sex, and national origin and state that a person shall not be discriminated against on these grounds. Further, equal pay laws state that employers may not discriminate between employees on the basis of sex by paying wages to any employee at a rate less than the rate which is paid employees of the opposite sex for work under comparable conditions for jobs that require comparable skills.

Recent amendments in affirmative action also require special consideration for the handicapped, for veterans, and provide for age not being used as a discriminatory factor.

OCCUPATIONAL SAFETY AND HEALTH ACT

The Occupational Safety and Health Act (OSHA) requires certain types of business, manufacturing, and service concerns to abide by defined standards in providing for the health, safety, and general well-being of their employees.

CHAPTER X JOB SURVIVAL

OBJECTIVE: The student will determine what to expect from a working situation and understand how improved reasoning skills, interpersonal communication, and good work habits foster job-staying power.

RATIONALE: This chapter deals with "Job Survival Skills". Employers prefer that people entering the job market learn concern for productivity, proper habits, and attitudes, the importance of being responsible and dependable, and pride of craftsmanship and work quality. Materials presented in this chapter will improve reasoning skills, develop interpersonal communication skills, and foster good work habits.

Many workers lose jobs because they cannot follow instructions. And inability to give clear instructions prevents some employees from job advancement. The "T" puzzle game included in this chapter demonstrates the difficult tasks of giving following instructions.

NOTES: Suggested time to complete this chapter is three class hours.

LESSON NO. 33 ADJUSTING TO WORK

COMPETENCY: Given the information sheet "Individual Adjustment to Work", the student will better understand adjustments necessary to a working situation and be better prepared to make such adjustments.

SUPPLIES: The instructor will supply each student with a copy of the information sheet.

STUDENT ACTION: The student will read and discuss the information sheet in class.

PERFORMANCE CHECK: The instructor will evaluate the students by their participation in class discussion.

The student will be able to list at least five areas that employers identify as needing special emphasis in work preparation.

INDIVIDUAL ADJUSTMENT TO WORK

1. Human Relations:

   Must be able to get along with all sorts of people.

2. Physical Environmental and Working Conditions:

   A. Regular/irregular work hours.
   B. Long hours of confinement; may have to stay in one place.
   C. Standing, sitting or walking all day, not being able to leave at any time you well please.
   D. Relocation-living in a new environment and among strange people.

3. Business Philosophy, ideology and Attitudes:

   A. Accepting your supervisor's work without knowing why you should do work or why it is to be done a certain way. (Blind submission to authority).
   B. Increased production, decreased production or when advancement opportunities seem limited.
   C. Employee evaluation-in terms of beneficial service to company rather than terms of individual progress.

4. Work Performance:

   Giving 100% effort.

*Areas in which improvement is needed

Employers cited the following as areas in which improvement is needed to prepare people for entry into full time work:

1. Concern for productivity.
2. Pride in work.
3. Responsibility and ability to follow through.
4. Dependability.
5. Work habits.
6. Attitudes toward company and employer.
7. Ability to write and speak effectively.
8. Ability to follow instructions.
9. Ability to read and apply printed matter to job.
10. Ambition, motivation, desire to get ahead.

LESSON NO. 34 GIVING INSTRUCTIONS AND FOLLOWING INSTRUCTIONS

COMPETENCY: To demonstrate to the students the need to develop the skills of giving and following instructions and how this relates to job survival.

SUPPLIES: Make copies of the puzzle page and cut out puzzle parts for students to assemble. Make other copies for students to use to give directions from.

Directions for "T" puzzle game:

Pair students off-seated back to back. One student will be the "employer" and the other will be the "employee". Give the employer a sheet of paper with the completed puzzle. Give the employee the disassembled pieces to the puzzle.

Rules:

No turning around! Instructions from employer can be given only once, don't repeat. No questions can be asked by employee.

Object:

Complete puzzle!

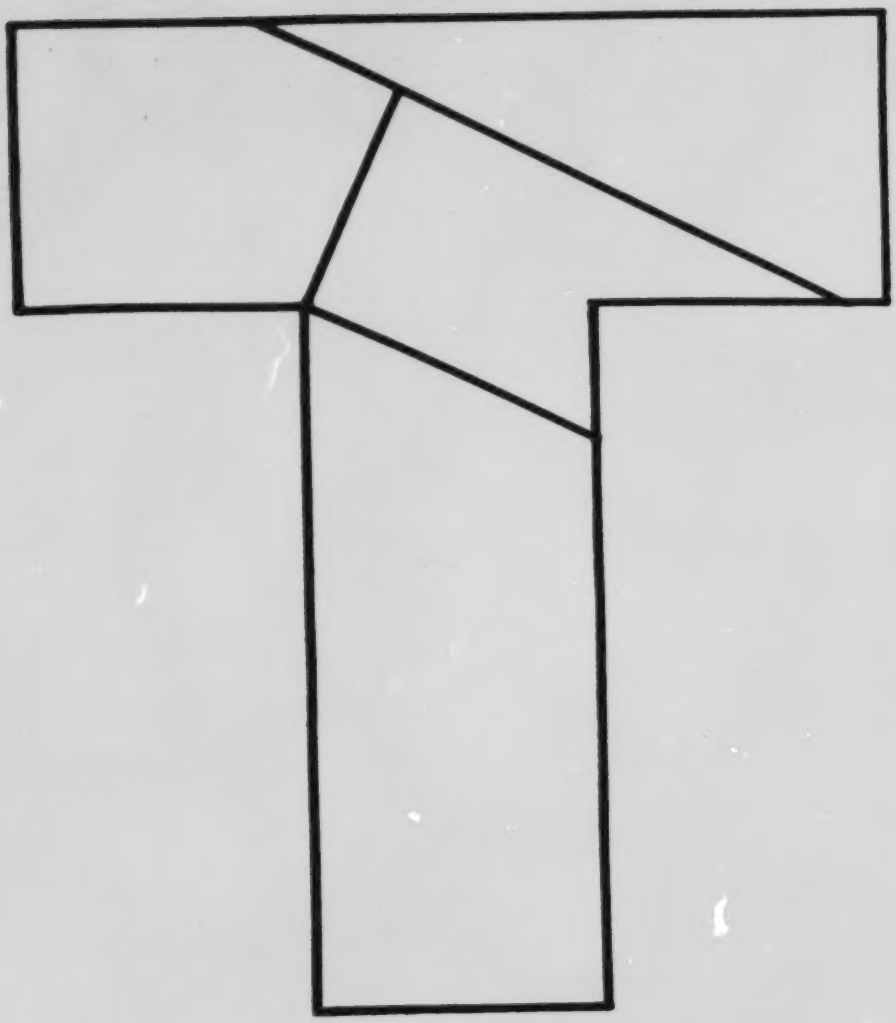
After students have completed this, discuss problems in following instructions, and how it could be improved. Would it be easier if you could ask questions?

Reverse roles in game and repeat assembly of a new type puzzle developed by instructor. This time let the employee ask questions if instructions are not clear. The students will see it is easier to do a job if you know how and when to ask questions.

STUDENT ACTION: Each student will play the role of employer and give instructions and play the role of an employee to follow instructions.

PERFORMANCE CHECK: The time it takes for a student to complete the puzzle will be used to evaluate the student's skills in giving and receiving instructions.

"T" PUZZLE GAME



GIVING AND FOLLOWING INSTRUCTIONS

To move up in the work force into supervisory positions you must be able to give instructions or directions to get a job completed. Also to maintain your job a worker must be able to follow instructions.

This exercise demonstrates the task of giving and following instructions. Seat students back to back and let one describe the model and the other student draw it.

LESSON NO. 35 YOU AND YOUR SUPERVISOR

COMPETENCY:	Given the information sheet for Lesson #35, the student will be familiar with what to expect from a supervisor on the job and what is expected of the worker, also the importance of this relationship in a working situation.
SUPPLIES:	The instructor provides each student with a copy of the information sheet for Lesson #35.
STUDENT ACTION:	The student reads the information sheets and discusses them in class.
PERFORMANCE CHECK:	The instructor will evaluate the student on the basis of participation in class discussion.

INFORMATION SHEET

A good relationship between worker and supervisor is one based on mutual respect. "Usually the supervisor affects the success or failure of your job more than any other individual, besides yourself."

When you start a new job, find out who your supervisor is. If you are in a situation where several people give you conflicting jobs, check with your supervisor for clarification.

What you can expect from your supervisor (employer):

1. Prompt payment of salary
2. Safe working conditions
3. Complete explanation of accepted performance and procedures
4. An acceptable social situation
5. Proper training
6. Periodic evaluation of performance
7. Proper notice for change in responsibility and/or performance.
8. Fringe benefits that are normally provided
9. Notice of advancement opportunities

What is expected of you:

1. Capability
2. Dependability and promptness
3. Cooperation
4. Initiative
5. Loyalty
6. Honesty
7. Acceptance of assignments and responsibilities
8. Acceptance of criticism
9. Efforts for improvements
10. Pleasant disposition

Handling Grievances

If you have a grievance, discuss it with your supervisor. Most companies have a designated chain-of-command; become familiar with it. State your grievance as a specific problem; state examples based on facts not rumors.

LESSON NO. 36 YOU AND YOUR CO-WORKERS

COMPETENCY: Given the information sheet for Lesson #36, the student will better understand how relationships with co-workers affect a working situation and why it is important to get along with others.

SUPPLIES: The instructor will provide student with a copy of the information sheet for Lesson #36.

STUDENT ACTION: The student will read and discuss in class material covered in the information sheet.

PERFORMANCE CHECK: The instructor will evaluate the student on the basis of the students participation in class discussion.

It is a fact of life that the earth is covered with people. We must learn to co-operate and get along with people. We should want to co-operate instead of co-operating because we are told to do so.

There will be times when one will get frustrated, mad, or irritated. Part of the right work attitude, however, is controlling ourselves and attempting to understand our fellow workers.

If one is successful in working relationships, chances of being successful on the job are greatly increased.

GETTING ALONG WITH CO-WORKERS IMPORTANT FOR TWO REASONS.

1. Emotional Consequences:
   Being associated with a group of people 6, 7, 8 or more hours per day with whom you cannot properly communicate or in a situation in which you are not socially accepted, can be emotionally disturbing, to say the least.

2. Effect on total production:
   An effectively operating team is required to realize maximum production.

YOUR ATTITUDE:

1. Be pleasant, smile
2. Be positive, not negative
3. Be helpful
4. Be interested
5. Be tactful
6. Accept change
7. Don't alibi; accept responsibility for everything you do

CHAPTER XI JOB ADVANCEMENT

OBJECTIVE: The student will develop an informed perspective of the various ingredients of success in the work role and will be able to identify common attributes for getting ahead in the world of work.

RATIONALE: Many persons strive long and hard to get a job, only to become mediocre employees. Frequently the result is a vicious circle in which the employee can't advance because he or she isn't putting forth top performance, and isn't performing as well as he or she could, because there seems to be little hope of advancement. If this happens, the individual may quit or be fired and go on to another job, where the same thing may happen--all because the individual becomes stagnant, not knowing how to take the steps to better job success and greater personal rewards.

STUDENT ACTION: The student will study the principles and concepts associated with job advancement and personal growth on the job, discussing them, adding to them, and taking them to heart.

PERFORMANCE CHECK: Students will be able to relate the ingredients of success to getting ahead in school and will be able to provide specific examples of how ingredients apply to various occupations and in different settings.

NOTES: Nine out of ten who lose their jobs do so not because they don't know how to do the work, but because of improper attitudes. What is an attitude?

LESSON NO. 37 PROMOTIONS AND PROFESSIONAL GROWTH

COMPETENCY: The student will be able to list the elements of success on the job and the criteria for self-assessment of one's performance on the job.

SUPPLIES: The instructor will supply each student with a copy of the information sheet for the lesson.

STUDENT ACTION: The student will examine, discuss, and study the principles and concepts associated with job advancement and personal growth on the job, comparing and contrasting the work role with similar roles in school and other situations in which success depends upon one's personal performance.

PERFORMANCE CHECK: The instructor determines the student's knowledge of the principles and concepts by their participation in class discussion.

Each student should be able to supply at least one example of each of the principles from his or her own personal experience.

PROMOTIONS AND PERSONAL GROWTH

Once you get the job, it is up to you to begin to climb the career ladder to success. However, it is important to realize that the career ladder doesn't always go straight upward--it's lateral, too. A promotion isn't always the next step upward, particularly when you're just getting started in the world of work. Also, promotion and advancement opportunities don't always necessarily entail a dollar value, since people work for so many other reasons, including security, self-identity, prestige, achievement, and power.

The terms of success may only be defined according to your own individual sense of values. But, there are certain principles associated with what may be considered with getting ahead on the job. Just as all jobs have many things in common, successful employees share certain common traits. Here are some tips on how to make yourself into a key employee:

1) Be the best; be a pro. Like the old adage says, "If something is worth doing, it's worth doing well." Prove yourself as professional in your job, carrying your full load and accomplishing your duties with a sense of craftsmanship and timeliness.

2) Really get to know the company or organization that you work for, but without stepping on anyone's toes or making him/her feel threatened by your persistent curiosity and interest.

3) Master a related specialty which relates to yours--this frequently will give you the chance to shine in doing something "above and behond the call of duty." Show initiative.

4) Take part in the company's special activities; Do more than your part to make them all a huge success. But take on only the responsibilities you can handle.

5) Learn something crucial--every business has aspects of its operation that are 1) critical; 2) better done by one person. Develop leadership.

6) Build good personal relationships with your supervisors and your fellow employees on individual bases.

Show Initiative

Make a major contribution that directly affects the company's efficiency and profits. Come up with a good idea--it could be some small improvement to save steps, to curtail waste, or enhance safety. This is proof absolute of your interest and loyalty to your job and company. It's these kinds of things that are considered when the promotion review comes around. Or, should you eventually leave the company, it's these kinds of things that your next employer will be looking for on your resume.

When layoff time comes, it's the person that (a) does unessential work; (b) has below average job skills; and (c) doesn't get along that is the first to receive notice.

When promotion time comes, on the other hand, you will probably be evaluated on the following criteria, no matter what your job may be:

1) Job skill
2) Acceptance of company goals
3) Work improvement
4) Ideas and problem solving
5) Cooperativeness
6) Attitudes
7) Cost consciousness
8) Growth Potential

That's why it is so very important that you continuously assess yourself and your role on the job. Most companies, and particularly large ones, have an evaluation or rating program. Employees periodically receive feedback on how well they are doing. However, you shouldn't rely on that. Do your own evaluations. Take your own inventory of yourself and your job. Ask yourself things like:

1) How do I stand with my boss or superiors and the company?
2) What do they see as my strong points?
3) How is performance judged in my job? It might be in happy customers, work volume, profit, etc.--which aren't necessarily compatible?
4) What do they see as my weak points?
5) What are my capabilities and my deficiencies? How do they fit the things I have to do?
6) What are the things I can do to improve myself and to effectively strengthen my role in the company?
7) Where do I want to be in the company a year from now? Next month?
8) What are my strategies for getting there?

NOTES: Here's a humorous approach on how to get a raise, but one that reflects a sound philosophy:

1) Be sure you have earned it.
2) Be sure your boss knows you have earned it.
3) Be sure your boss knows that you know you have earned it.
4) Be sure your boss knows that you know that he knows you know that you have earned it.

IT WORKS!

CHAPTER XII TERMINATION OF EMPLOYMENT

OBJECTIVE: To provide the student with general guidelines for use in the proper and accepted ways of terminating a job.

RATIONALE: In today's fast-paced world of renewed opportunity and career mobility, changing jobs has become a necessary and frequent occurrence. However, protecting one's most important source of referrals--his or her previous employers--is frequently overlooked in the process. For that reason, this chapter attempts to provide some general guidelines and recommeddations on how to bring about a graceful exit from one job as a necessary step to entering another.

STUDENT ACTION: Students will review and discuss the need for positive feelings on the part of the employer when quitting a job and will study the proper procedures for bringing about a satisfactory job exit.

LESSON NO. 38 CHANGING/QUITTING JOBS

COMPETENCY: The student will become familiar with the proper procedures and methods in resigning from a job.

SUPPLIES: Handouts

STUDENT ACTION:

1) Learning the proper steps to take in quitting a job.

2) Discussing the reasons for quitting a job properly.

3) Discussing do's and don'ts of resigning.

PERFORMANCE CHECK: The student can describe the proper steps to take in quitting a job.

CHANGING/QUITTING JOBS

Thousands of people quit their jobs every day in the United States; actually, according to some experts, it may be bad in a young career to remain in any one position too long, because it might show you're stagnating or have reached the top of your level. They say you should never leave a position in less than two years, nor keep it for much longer than four or five; if you haven't received a major promotion after a reasonable length of time, then perhaps it's time to begin looking for a better job with more opportunity.

Other people quit jobs out of necessity--because of poor health, moving to a different part of the country, going back to school--while still others quit because they are dissatisfied with their jobs.

Often the circumstances under which you leave a job directly affect the process of getting another job, so it is best that you learn the proper way to resign from a job. Here are some pointers:

1) Don't "tell off" your boss and stomp out the door, slamming it behind you. If you have a lot of nagative feelings and poor attitudes about the job, that's exactly what's liable to happen as a result of an eventual confrontation. Under circumstances like those, it's far better to quietly give at least one pay period's notice and to continue doing your best work until you can leave without creating an awkward situation. Or, you could go on working as usual and be looking for another job, deferring giving proper notice until you have secured another job. Just as it's easier to get a bank loan when you have a healthy bank account, it's also easier to get a job when you already have one.

2) Never ask your boss whether or not you should quit; it's entirely your decison and one that you must shoulder yourself.

3) Proper notice is essential. Ideally, you should give your employer sufficient time to hire and train a replacement for you, so that your leaving will cause no disruption. Two weeks is the minimum amount of notice that you should give, and if you're paid monthly, you should provide a month's notice. Always include in your notice a reason for leaving, very tactfully if necessary.

4) Arrange a smooth transition of your duties and responsibilities. Make sure you take all of your belongings and that you leave your work area neat and clean.

5) Check with the person who hired you or the personnel office before leaving to be sure there are no requirements left undone, such as an exit interview or returning keys. Leave the company your forwarding address or instructions on how to get in touch with you, should something come up.

6) Give a personal goodbye to everyone you have worked with, and let them know you have enjoyed working with them. Don't bad-mouth anyone!

If you will follow these principles, your exit will leave the door open behind you for future references and in case you should ever want to work there again. By departing properly, you will have kept friends, and friends are always nice to have. Once established in another job, you might even drop them a postcard or a friendly visit or phone call every now and them to let them know how you're doing.

LESSON NO. 39 WHY EMPLOYEES ARE FIRED

COMPETENCY: The student will gain an understanding of the major reasons why workers are fired from their jobs.

SUPPLIES: The following is a list of qualities a worker developes that will determine success or failure on the job.

Failure Qualities	Success Qualities
Can't get along	Friendly, outgoing attitude
Doesn't follow rules	Cooperativeness, leadership ability
Narrow interests, disloyalty	Acceptance of company goals
Lack of adaptability	Shows problem-solving ability and ideas
Lack of intitiative	Self-starter, shows continual work improvement
Too little or too much ambition	Knowledge of personal growth potential
Misrepresentation and dishonesty	Honesty and ethics; responsible conduct
Carelessness	Job skill, pride in work

STUDENT ACTION:

1) Studying list of personal qualities that lead to dismissal.

2) Discussing examples of each.

PERFORMANCE CHECK: The student is able to list forms of at least ten common reasons for dismissal and to give examples of each.

NOTE: Repeated studies show that nine out of every ten workers are fired because of poor attitudes and character qualities, not because of lack of skill.

LESSON NO. 40 SHOCK OF JOB LOSS

COMPETENCY: The student will develop positive attitudes about the necessity of taking constructive steps when being out of work.

SUPPLIES: Handout

STUDENT ACTION:

1) Studying steps to take when renewing job hunt.
2) Reviewing job search procedures and techniques.
3) Discussing problems associated with being between jobs.
4) Discussing useful strategies to cope with between jobs.

PERFORMANCE CHECK: The instructor will evaluate the students on the basis of their participation and contribution in class discussion.

SHOCK OF JOB LOSS

No matter how you take it, being out of work--no matter how it happens--can be tough. Now, in addition to keeping up with the debts you incurred while you were working and the insecurity associated with being out of work, you've got to renew your job hunt, starting all over again.

Here are some pointers and reminders to guide you in renewing your job hunt.

1) Remember your original list of personal contacts? Well, now is the time to resurrect and update them, adding the contacts you've met since them.

2) Redo your resume, adding the experience and knowledge you've gained, plus any training. Instead of simply adding the details from your last job, you'll frequently find it worthwhile to rewrite the entire thing, beginning with your objectives.

3) Put out feelers. Write letters; visit the employment service and employment agencies; visit the most promising companies; scan the want-ads (and perhaps even put a position-wanted ad in yourself); and use the connections you've developed on your last job.

4) The conditions under which you left your former job become more and more critical at this point. Whether or not your former employer will give you good recommendations may determine whether or not you get the next job you want. If the conditions were unfavorable, try to patch things up after allowing a reasonable time for things to cool off. If the conditions were favorable, stay in touch with your former employer and keep him or her apprised of your progress.

5) You must always show your former employer as a reference, because he or she will no doubt be contacted anyhow--and especially if his or her name is conspiciously absent.

6) Always look on the brighter side when between jobs--you have the opportunity to get a better job than the one you just left. Above all, don't panic.

7) Make the law of averages work for you--the more people you see, the more chances you have of getting a job.

8) Remember that there's really no such thing as not having a job. If you're unemployed, you have a full-time occupation of find a job.

NOTE: Jobs require you to work 8 hours per day. And 40 hours per week. Spend the same amount of time searching for a job when you are unemployed.

CHAPTER XIII EQUAL EMPLOYMENT OPPORTUNITY

OBJECTIVE: The student will be able to provide a basic definition and understanding of the nature, purpose, and application of Equal Employment Opportunity

RATIONALE: During past decades and continuing to the immediate present, a growing number of sweeping and far-reaching reforms have occurred in human rights and in employment practices and patterns, resulting in changes that are significantly affecting virtually every aspect of life in America.

As the nation strives to more fully meet the challenges of providing equal opportunity for all, regardless of race, color, creed, sex, age, national origin, physical or mental disability, or political affiliation or belief, terms like "civil rights", "discrimination", "nondiscrimination", and "affirmative action", so much in the events of today, are likely to gather even new meanings.

For those just preparing to enter the world of work, a basic understanding of the concepts and forces which are determining employment policy and practice is essential. Knowledge of one's rights in today's work force, it goes without saying, is paramount.

STUDENT ACTION:

1) Defining and discussing, as they pertain to Equal Employment Opportunity
   a. discrimination
   b. equal opportunity
   c. race
   d. color
   e. creed
   f. sex
   g. age
   h. national origin
   i. physical disability
   j. mental disability
   k. political affiliation or belief

2) Citing examples of each

3) Defining and discussing
   a. affirmative action
   b. disadvantaged persons
   c. minority group

4) Debating selected current events dealing with equal employment opportunity.

PERFORMANCE CHECK: The student is able to distinguish between equal employment opportunity and affirmative action and is able to define and to cite specific illustrations of discrimination against race, color, creed, sex, age, national origin, physical and mental disability, and political affiliation or belief.

LESSON NO. 41 EQUAL EMPLOYMENT OPPORTUNITY

COMPETENCY: The student will become familiar both with the philosophy of equal employment opportunity and the factors which define as practiced in the world of work.

SUPPLIES: The instructor will supply each student with a copy of the information sheet for the lesson.

STUDENT ACTION: 1) Defining and discussing, as they pertain to equal employment opportunity:

a. discrimination
b. equal opportunity
c. race
c. color
e. creed
f. sex
g. age
h. national origin
i. physical disability
j. mental disability
k. political affiliation or belief

2) Citing examples of each

3) Defining and discussing:

a. affirmative action
b. disadvantaged persons
c. minority groups

PERFORMANCE CHECK: The instructor will determine each student's knowledge of the provisions and philosophy of equal employment opportunity through his or her active participation and contribution to class discussion.

EQUAL EMPLOYMENT OPPORTUNITY

OUR BASIC RIGHTS

Although the worthy concepts of equality for every American form the central philosophy and foundation of our Constitution, in the past these concepts have been applied more to the rights of Americans as citizen voters, rather than to Americans as taxpaying workers, too. In past decades various groups of our society, while accepted as voting citizens, have nonetheless been severely discriminated against not only in the job marketplace, but in all phases of employment, including hiring, pay, benefits, and longevity.

Today, however, the relationships between the basic rights of equality--as intended and guaranteed by the U.S. Constitution--and the employment and work practices as they exist have been greatly clarified by a series of milestone legislative actions and executive orders which both individually and collectively spell it out: EQUAL EMPLOYMENT OPPORTUNITY MEANS THAT THERE WILL BE NO DISCRIMINATION BECAUSE OF RACE, COLOR, CREED, SEX, AGE, NATIONAL ORIGIN, PHYSICAL OR MENTAL DISABILITY, OR POLITICAL AFFILIATION OR BELIEF.

These legislative actions and executive Orders:

1) Title VII of the Civil Rights Act of 1964
2) Equal Employment Opportunity Act of 1972
3) Executive Order 11246 (as amended by Executive Order 11375)
4) Office of Federal Contract Compliance Orders 4 and 14
5) Equal Pay Act of 1963
6) Age Discrimination in Employment Act of 1967
7) Title VI of the Civil Rights Act of 1964
8) National Labor Relations Act and Related Laws
9) Title IX. Education Amendments Act of 1972
10) Civil Rights Act of 1866 and 1970
11) Equal Protection Clause of the 14th Amendment

...all serve to clarify and underscore how our basic beliefs in equality are to be applied to the world of work and define what we mean by equal employment opportunity.

WHAT DOES EQUAL EMPLOYMENT OPPORTUNITY MEAN?

It means that no one can refuse to let you apply for a job on the grounds of your race, color, creed, sex, age (if you're over 40), national origin, physically or mentally disability, or political beliefs.

It means that no one can deny you a job for any one of those reasons, either. Fitting into any one kind of pattern based on those characteristics shouldn't cause you to get a job, nor should it prevent you from getting one As seen in former lessons, there are plenty of other things to judge you on--your abilities and talents, you education, your skills, and your attitudes, and so on. All of those factors should determine whether you get the job, not your race, color, creed, sex, age, national origin, physical or mental disability, or political belief.

It doesn't mean that once you get a job, that you can't be fired, laid off--or even demoted; it does mean that none of these actions may be based on race, color, creed, sex, age, national origin, physical or mental disability, or political belief.

It means that no one may receive different treatment because of these factors. Salaries, benefits, work conditions, promotions, layoffs--none of these may be based on race, color, creed, sex, age, national origin, physical or mental disability, or political belief.

Getting the idea? Equal Employment Opportunity means just what it says. It means that if a woman, for example, wants to try her hand at the job of her choice--even if it's one that has been traditionally taken by men, such as truck driver, soldier, or astronaut--and she can perform equally, there is absolutely no reason why she should be discriminated against by reason of her sex and not be considered for the job. Similarly, more and more men are now becoming nurses, cosmeticians, and secretaries.

If a handicapped person is capable to doing a certain job of his or her choice, then in no way can that person be discriminated against and be considered unequal because of being handicapped or disabled. Neither shall membership in any other minority determined by race, color, sex, national origin, religion, age, or political affiliation or belief stand in anyone's way to getting a job, working on the job, staying on the job, and advancing up the career ladder.

Affirmative Action

In an effort to bring equality in employment opportunity to the disadvantaged and to those minority groups that have been formed by

discrimination in the past, affirmative action is a comprehensive program that aids companies and organizations operating under any kind of government contracts or meeting interstate commerce quidelines to set goals for hiring the minority and disadvantaged. Under the provisions of Affirmative Action any governmental agency, any corporation or private company receiving any kind of public funds, or any company subject to the rules of interstate commerce must actively participate in the hiring of minority and disadvantaged persons, showing preference where possible. This way, persons such as disabled veterans, women and other minority group representatives, and other special population groups are assured having a chance at a job.

NOTE: What does it mean when you see "Affirmative Action" or "Equal Opportunity Employers" announcements displayed in windows or in want-ads?

CHAPTER XIV EVALUATION

OBJECTIVE: Students completing this chapter will be able to evaluate the different roads one may travel in search of employment and select the route to travel to find the job they want. Skills learned in this program should give the students the help they need in competing for employment in the job market.

RATIONALE: This is the final chapter in the pre-employment skills curriculum. Take time to reflect on material covered in the course. The point must be stressed that a student may follow the procedures outlined to become employed and yet fail to get a job. But his or her chances of being employed are some-what greater by having these skills than people without them.

The folder of material the students collected while in this course may be graded and use this grade in lieu of a final test. Return the folder to students after grading to be used as their guide for employment in time to come.

Students should have some part in the evaluation of the curriculum. As this is discussed make notes to improve the course the next time it is offered.

Information from student's follow-up surveys will aid in evaluation of this curriculum. If they tell us, will we listen?

STUDENT ACTION: The students will arrange the folder containing the material developed in the course in the order it was covered in class. As the students review their work, points not clear may be discussed in class. The folder will be the student's handbook to aid them in finding employment in years to come.

NOTE: Time to teach this unit is one class hour.

LESSON NO. 42 PUTTING IT ALL TOGETHER

COMPETENCY: Each student will organize and compile his or her folder containing the material developed in the course in the order that it was covered in class. Each folder should be complete, comprehensive, and orderly, as it will, if properly done, provide all the materials and information needed for the actual job search to be undertaken upon graduation.

SUPPLIES: The instructor will ascertain that each student has a full complement of materials and will assist each student in making up any deficiencies or omissions.

STUDENT ACTION:

1) Organizing all the materials gathered throughout the course, including notes, handouts, evaluations, and other resources.

2) Identifying any missing materials and discovering any weak areas requiring further information or study.

3) Developing a table of contents for the folder.

4) Presenting the completed folder to the instructor for evaluation.

PERFORMANCE CHECK: Each student possesses a complete and orderly folder containing all of the resources, materials, and personal notes from the course.

CHAPTER XV STUDENT HANDBOOK

OBJECTIVE: To provide students using a school placement service or leaving school a self study handbook to provide help in securing employment.

RATIONALE: At this time many students leave school with out being able to complete a course in pre-employment skills. This handbook may be reproduced and given to school leavers or graduates for their use.

STUDENT ACTION: Students will receive a copy of the student handbook for their use. They may refer to this book as needed. This should give them a resource to rely on each time they proceed to change jobs.

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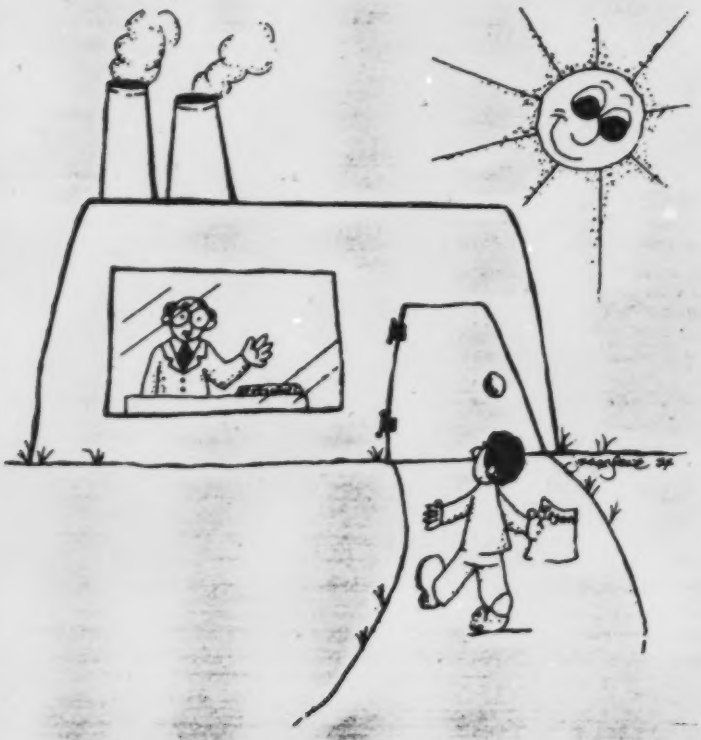
STUDENT HANDBOOK
for
Pre-employment Skills



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INTRODUCTION

Research in the area of pre-employment skills reveals a great need for students to improve in this area. The average worker of today will change jobs at least seven times during his/her working years. The vocational training program you have completed in school has provided you with entry level skills for the world of work. Competition for available jobs is great. Many times the person that gets the job is one who knows how to apply for the job and follow through, rather than the skill they possess for the job.

At this point in time most of you reading this think you know what you want out of life. To reach your goals you must be successful in the job market. Study the material in this booklet and discuss it with your friends. Develop a plan of action and follow through on all steps listed.

As competition for jobs increases there is a greater need for you to develop pre-employment skills. When you have developed these skills your chances of being employed in your chosen career field with a satisfying job will be greatly improved.

Each time you start your job search, review the information in this book. You must remember that following this guide will not guarantee you a job but will help you secure employment.

The first step to success in life is a satisfying job.

Steve Pollock
Vocational Director
Johnsburg High School
2002 West Ringwood Road
McHenry, Illinois 60050

SOURCES OF EMPLOYMENT

Every job source has a starting point--your personal contacts, people and organizations that can give you valuable job leads, and sources of employment such as want ads, public and private employment agencies, school placement services, and other trade, professional, fraternal, and civic organizations. It is best to plan from the first to make use of all such sources in your first job.

People You Know

All the people you know, no matter what their position in life, have a circle of friends, relatives and acquaintances who may be able to help you by referring you and recommending you to employers they know. It's up to you to tap each of their circles, but without imposing on anyone.

A good way of doing this is to write letters to your contacts. Here are some pointers:

1. Open by bringing your contact up to date since you last saw him or her, or if your contact is a new acquaintance you might allude to the circumstances under which you met, or mention a mutual friend. Keep the introduction brief, though.

2. Then explain that you are looking for a job, indicating the general kinds of work you are seeking.

3. Suggest that your contact may know or hear of an opening, or if not, then his or her contacts might.

4. Mention that you have or can develop a resume, should anyone be interested.

5. Close naturally and be sure to thank the person.

Remember that you want the letter to be shown around, so be sure that it is very legible, correct, and neat.

Public Employment Agencies

"Jobs for people; people for jobs" is the motto of State Employment Service, which provides professional services both to employers and to applicants. Job counselling, aptitude testing, skill evaluation, and direct job referral and placement are the free services offered you by the State Employment Service.

Private Employment Agencies

Like public employment agencies, private employment agencies are "job matchmakers", serving both individual job seekers and employers in matching jobs with people and people with jobs. Unlike the public employment service, however, private agencies are profit making enterprises providing services for a fee, which is paid either by you or the employer.

In other words, for a fee the private employment agency will do everything for you that needs to be done, including aptitude and job preference testing, ability evaluation, career counselling, assistance in preparing applications and resumes. Coaching on interview techniques and arranging job interviews for you.

Fees and services may vary from area to area, but usually you can expect to pay from 50% to 75% of your first month's pay for jobs up to $850 per month and a higher percentage for higher paying jobs.

A word of caution: Be sure you fully understand the terms of the agreement between you and the private employment agency before you accept.

Be sure you will be satisfied with the job you are placed in by a private agency, and that you fully understand the terms of your agreement, because when you accept employment, chances are you'll owe the fee.

Your School Placement Service

The purpose of you school placement service is to help you get a job when you leave school. They'll help you with applications and resumes, direct you to possible job openings, and maintain your file containing your transcripts, personal date, references, test scores, and other information that you may need. Since many employers prefer that such information be mailed directly to them from the school placement service anyhow, it can be a real convenience for all concerned. And should you change jobs it's a good idea to get in touch with your school placement service and update your records.

Unions, Apprenticeships, and Professional Organizations

Unions

It's often possible to get started in a line of work by going through the appropriate labor or

trade union because many such organizations maintain a hiring registry. When you register with a union, your name is placed on a standby list. If there are any jobs left over after all the regular members have been assigned, persons whose names are on top of the list are sent out to work and usually end up with a job that way. Occupational placement of this kind is becoming increasingly common.

Apprenticeships

Another way of working your way into a job is by becoming an apprentice, where you may learn a skilled trade by working in it for a specified time. Since standards for the apprenticeship programs are maintained through joint agreements with the Department of Labor, the training received in an apprenticeship program is not only just as any other kind of training, but also provide the opportunity to earn while you learn.

You may go to a union organization and make application for a particular apprenticeship program or go directly to a company that has an apprenticeship program.

Professional and Trade Organizations

If you are a member of a particular trade or profession or are associated with one, then the job listing service operated by the different organizations may be a good bet for you. Check in the professional and trade journals and newsletters for listings.

In addition, many fraternal, religious, and civic organizations such as the Chamber of Commerce, Rotary, Kiwanis, YMCA, YWCA, Lions, Salvation Army and PTA are frequently gold mines for supplying introductions, job leads, and referrals.

Civil Service

Since more Americans are hired by the government than any other single source, you should be sure not to overlook the opportunities offered by the civil service. Municipal, county, and state agencies, offices and divisions at all levels of government are major sources of employment and should not be forgotten. Although opportunities for civil service positions may not always receive widespread publicity, such openings are normally posted in public buildings and are maintained on an open register, and you should be sure to get on as many of these registers as possible.

RESUMES

The resume is one of the most important tools in the job search. It's purpose is to make you stand out among all the other applicants and to get you invited to an interview for the job.

It's more than just a listing of the jobs you've had. It represents the sum total of your career objectives, your education, experience, and personal history in a precise, attractive way.

Here are some general pointers in preparing your resume.

1. Always be completely accurate and truthful, as misrepresentation will catch up with you.

2. Say only what needs to be said and no more; you want the employer to invite you to an interview to find out more about you. Leave plenty of white space, but two pages is maximum.

3. Resumes that are so general that they apply to any kind of job opening usually fail to interest anyone.

4. Don't explain job changes, state salaries, give religious affiliations, include a picture of yourself, or give your references in the resume.

5. Always have friends proofread your resume and give you their comments and suggestions before you send it out.

6. Neatness counts. The final form should have the polished look of a professional resume.

Resume Format

There's no single best format for your resume, but generally speaking, if your past experiences all seem to be a straight line toward the job you are seeking, the chronological (historical) approach may be best. This is the most common format, and it is easily transferred to an application form.

On the other hand, if you have had a more varied and diversified job record, the functional approach, where you combine things the various jobs had in common under appropriate headings.

Here are the elements of all resumes.

Personal:

YOUR FULL NAME
Your complete address
Your home telephone number

Optional: You may wish to provide other information which you think will help in getting a specific job. Being unmarried and free to travel or relocate may be relevant. In applying for a job with a religious organization, being of the same faith may help. Attaching a picture is not advised.

Job Objective:

A concise and descriptive statement about the type of work you are seeking; include, if possible, the job function and the type of work setting you desire. The job objective is important because it guides the organization of the rest of the resume, determining what should be included and what should not.

Education:

Here list the schools you've attended, any honors or special programs you participated in, and any other training. You may also wish to list specific courses you have taken that relate to your job objective. Don't overlook your experiences associated with school as a fine opportunity to demonstrate some of your strengths and accomplishments.

Work Experience/Employment History

If you use the chronological approach, it is customary to begin with your last job first, giving the inclusive dates, the name and location of the company, your job and title when leaving, a short description of your responsibilities and duties, and any accomplishments and recognition you may claim. Overlook nothing important in this area, including any promotions, raises, or anything that you accomplished or was brought about through your help.

If you use the functional format, the first thing to do is to take stock of all the jobs you've ever had, picking out their similarities by the kinds of tasks or functions they have in common. For example, baby sitting and being a lifeguard both involve working with people, so you could make that a heading--"Working With People"--and under it list your experiences and accomplishments. Then make a separate simple listing of the inclusive dates, your title, and the company's name and location.

Personal Interests:

Use this section to reveal something personal about yourself--your hobbies, leisure activities, interests, etc.

References:

Put "References will be provided on request."

INITIAL CONTACT WITH EMPLOYER

The world doesn't come to you; you must go to it, making your own introductions and creating your own opportunities. And since the initial impression you will make on a prospective employer is so very important it is wise to develop some proficiency at building good relationships from the very first.

Telephone Techniques

There will be several occasions in your job search when you will be required to use the telephone. It should be stressed, however, that the telephone should never be used when a personal visit or a letter would be more effective.

Skillful use of the telephone is very important in the job search, because it is frequently the first contact you will have with your prospective employer and you will be creating an impression over the telephone. And all the person on the other end of the line will have to go on is your voice. A friendly smile can be "heard" and so can a frown. How is your telephone image? The following pointers can improve your skills:

1. Plan your call, knowing what you wish to say before you make the call.

2. Greet the person pleasantly and identify yourself, stating the reason for your call.

3. Speak distinctly, not too fast, and keep your voice well modulated, conveying an attitude of friendliness, warmth and enthusiasm. Put a "smile" in your voice and try to avoid sounding nervous.

4. Listen attentively, verifying important details and taking notes. If you don't understand something, ask the person to please repeat.

5. Keep your call brief, but not hurried, and close the call pleasantly.

Conducting a telephone conversation, like other skills, usually improves with practice. You may want to rehearse what you want to say several times before actually making the call. And when you make the call, have a pad and pencil handy to jot down important details.

Letters to Employers

Most of us start out wrong when we first look for a job. We tend to think about our own situation and the problems associated with it more than to the prospective employers and the kinds of help required for their business needs. Most people that are looking for any type of job don't get hired. Employers won't come to you, you must go to them and prove that you are what they need. For that reason, you should:

1. Learn all you can about the company before you write to them.

2. Know what you have to offer them, at least in general terms.

3. Know why you want to work for that particular company.

4. Be a dynamic salesman!

The purpose of a resume is to get you invited to an interview, and the purpose of the letter is to introduce yourself and to stimulate enough interest.

and curiosity on the part of the prospective employer to not only read your resume carefully but to really give it the consideration it deserves, so that if there are any possible openings at all in the company, chances are you'll have the opportunity to interview for them.

A letter to the employer should be brief and to the point. It should be direct and convey a sense of self confidence without being too bold and without being overly meek. By briefly describing some high point of your background linked with the employer's needs, you can establish a connection between what you have to offer and what may be needed. Here are some tips for letter writing:

1. An attractively packaged product sells best. Make sure your letter is very neat, preferably typewritten, free of mistakes and erasures and organized well on the paper. Observe all the rules of formal letter writing. Sign the letter in ink, and keep a copy for yourself.

2. Be exceedingly positive and forthright throughout. Don't "beat around the bush". The letter shouldn't be over a page long, but shouldn't consist of two or three sentences either.

3. Put enough effort into developing the letter to assure that it, and your resume will be treated with deserved respect. A poorly constructed letter will probably end up in the wastebasket, whereas a good letter will stimulate response.

4. Follow up the letter with a phone call. Even if the employer has no openings at present, perhaps he or she will be able to give you a referral.

The Walk In Approach

What could be more simple and direct than just walking into an establishment and asking the boss for a job? Of all the ways of landing a job, the walk in approach can be most effective--if you know how to do it. Like most very simple things, there is a knack involved in doing it properly.

Some of your walk-ins will be as a result of seeing "Help Wanted" signs, posters in store windows, and perhaps notices on shopping center bulletin boards; others may just be on an impulse or hunch. Wherever there may be a chance of finding a job, you should be prepared to make a walk-in application, sometimes some seemingly unlikely places. You never know where your job search may lead you; Mr. Jones may send you to Ms. Smith, who may introduce you to someone else, and so on.

For that reason, you should be sure to arm yourself with a good supply of completed pocket resume forms or resumes. For most walk-ins, the pocket resume form may be more appropriate, since it is all purpose, brief, and comparately easy to prepare. Always have plenty with you, because the more you can pass out, the better. Here are a few pointers that may also help:

1. It's always well to know as much about the company as possible--what it does, the kinds of jobs involved, its service area, history, organization, special problems, goals, and so on.

2. Frequently the boss is the first person to arrive at work. Bright and early in the morning, before things get busy, is usually a great time to drop by. If not then, always try to catch the person at a time convenient to him or her. If one time isn't convenient, try to set up an appointment for later.

3. Appearance can be important. Generally be neat and presentable; wear what you would if you had already got the job. That way, the employer can see what you look like on the job.

4. Be alert, poised, and dynamic. Have a firm handshake and look the person in the eye.

5. Remember that the person wasn't expecting you, so don't try to take up an inordinate amount of time, but on the other hand, don't just pop in and pop out.

6. If you're at a loss for words use the pocket resume as a springboard for discussion, generally covering its major points.

7. Make the law of averages work for you. The more people you see, the more chances you'll have at landing a job.

8. And above all, don't ever get discouraged, even if the person acts in a very unreasonable manner ... you know the type. Assume it was something he or she had for breakfast and move on. You probably wouldn't want to work for someone like that anyhow.

APPLICATION FORMS

Research shows that many people are unable to properly complete a job application form because they do not understand the questions asked or what the abbreviations that are used on the forms stands for.

Being able to complete an application form knowledgeable and accurately can make the difference in being selected for the job you want. Here are some things that may help you:

Key Vocabulary Words To Know

accurate
address
applicant
application
apply
apprentice
aptitude
arrest
birthdate
blank
bonded
chronic ill
citizen
company
compensation
complete
confidential
contract
convicted
courses
defect
dependents
disability
discharge
documents
education
eligible
emergency
employed
employer
employment
experience
federal
fee
felony
firm
graduate
health
illness
information
injury
institution
insurance
interview
interviewer
legible
location
maiden name
marital status
medical
misdemeanor
misrepresentation
naturalized
notification
occupation
omission
operator
organization
permanent
permit
personal
personnel
physical
position
previous
qualifications
record
reference
relationship
relatives
residence
salary
self-employed
sex
signature
social security
specify
spouse
status
supervisor
type

Abbreviations Used on Job Application Forms

B.d.	Birthdate
D.O.B.	Date of Birth
H. or Ht.	Height
W. or Wt.	Weight
Tel.	Telephone
No.	Number
Ans.	Answer
Co.	Company or County
Mo.	Month
Yr.	Year
Zip	Zip Code
Soc. Sec.	Social Security
SS No.	Social Security Number
Avg.	Average
Dept.	Department
Exp. or Exper.	Experienced
M	Married
S	Single
D	Divorced
Sep.	Separated
M	Male
F	Female

Major Components

Personal

1. Name (full)
2. Address (include zip code)
3. Telephone (include area code)
4. Social Security Number
5. Citizenship (or permit to work in this country)
6. By whom referred
7. Position desired (job you are applying for)
8. Qualifications for job desired
9. Salary desired (open)
10. Conviction for serious crimes (felony, refused bond)

11. Physical problems (which interfere with ability to perform job)
12. Relatives or friends now employed by company
13. Date available (to start work)
14. Knowledge of foreign languages
15. License to drive a car
16. Willingness to relocate

Education

1. Names of schools attended
2. Dates of attendance
3. Years completed
4. Major field of study
5. Degrees received
6. Class standing
7. Grade average
8. Activities: Honors, athletic, clubs, etc.

Previous Employment

1. Start with present or most recent
2. Name of company, address, and phone number
3. Name of employer or supervisor
4. Nature of work
5. Wage
6. Reason for leaving
7. Don't omit date job terminated

References

1. Get permission from references to use their names
2. Don't knowingly use a poor reference
3. Suggestions:
   A. Former employer
   B. Teacher or counselor who knows you
   C. Pastor
   D. Friend of family

4. Alert reference as to type of job you are seeking and your qualifications

If at all possible, it's a good idea to try to get a copy of the application from the employer to take home with you and complete.

EMPLOYMENT TESTS

The purpose of employment tests is to determine whether you have the aptitude, interests and abilities to perform a certain kind of job. They measure whether you have necessary skills, and in case of personality tests, find out whether you can fit into the organization. The employer considers such testing very useful and frequently necessary, because a poorly selected employee can be costly. Also, an employee may be dissatisfied because he or she is underqualified or over-qualified for the job. These things should be discovered if possible before hiring takes place.

What kinds of tests can you expect in job hunting, in going on to further schooling, or in other pursuits?

Intelligence Tests. Probably the most common test, this one may be called several things -- "problem-solving," "capacity to learn," "test of adaptability," "ability to adjust to new situations," IQ -- and so on. The purpose of this test is to measure your capacity to learn and to perform a required job or task.

Tests of Mechanical Aptitude or Ability. These tests are administered primarily in jobs where manipulative skills are required. You can expect a simple test of assembling nuts and bolts, placing geometric forms into receptacles in which they fit properly, and tracing a maze.

Aptitude Tests. The basic purpose of an aptitude test is to measure potential, and the test is built upon a person's inherent qualities, not upon experiences. Aptitude tests do not directly measure future accomplishment, but provide an indication of one's potential to accomplish in such areas as manual dexterity, clerical, reasoning, or numerical.

Interest or Psychological Inventories. These questionnaires are not considered tests since all you are required to do is list a preference, and a preference cannot be considered as being right or wrong. Results give clues about the types of tasks you prefer, such as mechanical, sales or artistic.

General Aptitude Test Battery (GATB). One of the most valued and widely used series of aptitude tests is the General Aptitude Test Battery (GATB) administered by the State Employment Service. School counselors know of this free testing service and often refer people to the test.

This group of tests consists of twelve separate sections: some are paper and pencil tests, while others are of the mechanical aptitude variety. The tests measure potential abilities and aptitudes in nine areas, described in the following information taken from the employment service literature:

1. Intelligence - General Learning Ability. The ability to "catch on" or understand instructions and underlying principles: the ability to reason and to make judgements.

2. Verbal Aptitude - The ability to understand meanings of words and the ideas associated with them and to use them effectively.

3. Numerical Aptitude - Ability to perform mathematical operations quickly and accurately.

4. Spatial Aptitude - Ability to think of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

5. Form Perception - Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations, and to see slight differences in shapes and shadings of figures and widths and lengths of lines.

6. Clerical Perception - Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

7. Motor Coordination - Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed.

8. Finger Dexterity - Ability to move the fingers and to manipulate small objects with the fingers rapidly and accurately.

9. Manual Dexterity - Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions.

Anyone can take the tests. Although they are generally administered to persons seeking a job for the first time, they are also used to determine ability in those who want to change to a line of work in which they have had no experience. They are also used for those considering vocational training.

Special Aptitude Tests. Many specialized aptitude tests are available when specific qualities are being sought, such as aptitude in foreign languages, sales work, work with people, chemistry, hearing acuity, and so on.

Clerical Tests. Clerical tests are usually administered to individuals seeking positions as secretaries, keypunch operators, files clerks, computer operators, banking clerks, and other positions involving mathematics or clerical procedures.

Personality or Adjustment Tests. The main purpose of these inventories is to determine whether you have the personal qualities and characteristics for a given position. In other words, do you fit the pattern for working with others in the same classification? These tests often measure such factors as:

cooperation, extroversion, adjustment, introversion, aggressiveness, nervous tendencies and general activity.

Preparing for Employment Tests

People who are quite capable of passing tests will often fail them. Many times this happens because they are not versed in how to approach the situation. This section will deal with tips on how to take tests and score more successfully.

You may not be able to prepare for many tests, especially aptitude or interest inventories. An achievement test, however, is different and you should review your time schedule and plan your time accordingly.

It is best not to cram, but to review in advance. If possible, get a sample test ahead of time so that you can get a feel for the types of questions to be asked.

Have someone else quiz you on the material to be covered. If others are taking the same test, it may be a good idea to get together and discuss possible questions that may be covered.

Taking Tests

Always read the directions carefully and ask any questions you may have on what is expected of you.

1. Is it a timed test? If so, what is the time limit? Will there be any warning given before the end of the test? Wear a watch to help judge the time.

2. What test aids are you allowed to use? scratch paper? pocket calculator?

3. Look at the entire test before jumping in. There will usually be directions that tell how to mark your answers, give sample questions, or provide guidelines for taking the test.

Various types of tests each require unique approaches, and you can expect to score better by observing the following points:

True - False

Making one of two choices, true or false, is not as easy as it sounds. Attempt to find out how the test will be scored; it may not be a simple matter of the number wrong and the number correct.

Be extremely careful of the wording on a true - false question. The questions are either true or they are false and certain words can make them so. Watch out for such all-inclusive words as "never", "always", "all", "forever", and superlatives such as "highest", "smallest", and "fastest". In order for a statement to be true or false, an absolute condition must exist when these words are used, and it takes only a single exception to disprove them.

Multiple Choice

This type of question allows you to make a choice from three, four, or five possible answers, "possible" because none of the answers given may be correct.

Scrutinize the choices and eliminate the obviously wrong ones. If you're not really sure of the answer, an "educated guess" might be worth the risk, since guessing isn't an extreme penalty with four or five answers.

Completion Questions

These types are most difficult to answer because you know the absolute answer, or you get it wrong, unless you make a lucky guess. Key points to keep

in mind with a question of this kind:

1. Can you guess, or will there be a penalty for wrong answers?

2. Many times the number of spaces in the answer will be a clue. Also, looking closely at subject - verb agreement will often help you with the answer. A plural verb will take a plural answer. The type of article preceding the answer may also be helpful: "a", "an", "the".

Matching

This type of question is matching one column of words with another. The answer column will usually contain more words than the question column in order to avoid simple matching by the process of elimination. Some tests also provide for using the same answer several times.

Essay

This type of question is to determine how well you know a specific subject and how well you can organize your thoughts in expressing an answer.

Do not approach a question of this type too hurriedly, as it usually carries more points than other sections of the tests. Give specific examples in order to illustrate your answers. Be sure to use good grammar and check to see that you have spelled and punctuated properly and your writing is legible.

Other Tips

The importance of reading the test directions carefully, knowing how the test is to be scored, and planning your approach cannot be stressed too much. In regard to the last point, do not spend too much time on one question; go on to the next

one and return later to those you have not answered. Answer first those questions you are sure of, if you have enough time to go over the unanswered questions; then do your guessing.

JOB INTERVIEWS

The interview provides an opportunity for face-to-face communication between the prospective candidate and the employer. The job interview is a critical point in the job search, as all but the successful applicants will be eliminated from the competition for the job. This one conversation will probably determine whether you are hired or not, so it is best to know what to expect.

Personal Appearance

*Be neat and clean
*Check clothing, hair, nails, ears, etc.
*Freshly bathed
*Use deodorant
*Hair neatly trimmed and combed.
*Brush teeth; fresh breath
*Dress conservatively
*Clothing should be clean and pressed
*Avoid clothing styles that will distract the interviewer's attention from you as a person.
*Suggested clothing for men:
dark suit (blue, dark grey, brown)
black or brown shoes (clean, not overly worn)
light shirt
plain tie
dark socks
no sunglasses
(remove your hat!)
*Suggested clothing for women:
dress, suit, pant suit (not too casual)
stockings
low-to-medium heeled shoes
no sunglasses
shoes clean and not overly worn.
*Get a good night's rest the night before the interview.
*If you are ill, call and postpone your interview if possible.

*Be natural
*Be yourself
*Don't slouch - use good posture
*Be pleasant
*Be wide-awake intelligent listener
*Don't appear too tense or too relaxed!

*Practice voice control
*Use good diction
*Use correct grammar

*Be poised
*Watch your manners (these are as important as your qualifications.)
*Don't do anything that would offend those you want to impress.
*Control your emotions
*Don't smoke or chew gum
*Do ask pertinent questions
*Don't sit down until the interviewer asks you to be seated.

Preparing for an Interview

The interviewer will discuss with you the answers you have given on your resume or on the employment application. He or she will enlarge your answers in order to draw you out in more detail, attempting to discover the following things about you:

How you express yourself
The extent of your vocabulary
Your mannerisms
Your ability to "think on your feet"
Your basic temperament
Your ability to get along with others
Your sense of humor

The interviewer will also be looking for the personal characteristics:

Positives	Negatives
Appearance	Nervousness
Courtesy	Agitation
Sincerity	Evasiveness
Humility	Overaggressiveness
Self-confidence	Bragging
Method of reasoning	Downtrodden attitude
Intelligence	Antagonism
Patience	Personality quirks
Enthusiasm	Proneness to complain
Interest	
Grasp of situation	

In preparing yourself for that important job interview, you should spare no pains to do anything that might give you an advantage.

Try to get an early interview, the time of day or the day of the week can be important. Try to avoid Monday morning interviews, interviews immediately before or after lunch, or interviews just before a holiday. Friday morning interviews are great if you can manage one. Also, try to arrange the interview with your peak phase of the day.

Get things together that you may want to have with you at the interview, in case you need them--letters of recommendation, certificates, awards, extra resumes or pocket resume forms, transcripts, notebook, pad, and pen, etc.

Finally, give yourself "once-over", make sure you have everything, and BE PROMPT: not too early; not at all late. Ten to fifteen minutes before your appointment is considered about right.'

Questions Frequently Asked

It can be embarrassing--and frequently disastrous--to be stumped on an interview question. It's best to have answers ready for the questions that are likely to be asked. Here are some of the most frequent:

1. Tell me a little bit about yourself.
2. What are your future vocational plans?
3. In what school activities have you participated?
4. What are your hobbies?
5. In what type of position are you interested?
6. Why do you want to work for us?
7. What jobs have you held?
8. What do you know about the company?
9. What relevant training have you received?
10. What are your salary requirements?
11. What determines progress in a company?
12. Why do you want this job?
13. Can you follow instructions?
14. Can you take criticism?
15. What have you learned from other jobs?
16. What kind of work interests you?
17. Were you in the military?
18. Do you like routine work?
19. Have you any serious illness or disability?
20. Do you plan to return to school?
21. Do you like to travel?
22. How do you feel about working overtime?
23. Why do you feel you are qualified for this job?

Problem Questions

It is very easy to be "put on the spot" during a job interview. In fact, unless you are really prepared for some of the tough questions, you can count on running into one that you won't know how to answer. That's why it is so important that you are prepared to answer questions like:

"Why do you want to work for this company?'
"What is the real reason you left your last job?"
"What do you have to offer us?"
"How much do you figure you're worth? Why?"

Here are some sample interview situations and some suggested ways of dealing with them:

Poor references from the last job. If you know that a former employer will not give you a good reference, it's best to admit it from the first, explaining why you weren't suited for the job. Suggest that other references may have much better things to say about you.

"Hopscotch" job history. If you've jumped from job to job a lot, you might explain that you were interested in exploring different kinds of work roles and that you now are sure that you've finally found the kind of work that suits you.

Lack of education. Don't try to hide your educational deficiencies or weaknesses in certain academic areas. For example, if you are poor in writing and spelling, the fact that you are willing to admit it shows that you are aware of your problems and are likely to work upon improving them.

About pay. Even if the paycheck is one of your uppermost concerns, don't appear to be overly interested in money. Be modest. More important in the long run is the amount of opportunity the job offers you. Show that you are ambitious and expect to earn and receive promotions.

Physical and mental problems. If you have a handicap of any kind that may affect your job performance, be sure to mention it to the interviewer, but be careful not to undervalue your capabilities.

Statements to avoid:

"I need the money to pay my debts."
"I need the job because I'm getting married."
"I'll take any job you have."
"Please give me the job because I need it worse than anyone else."

REJECTION SHOCK

Anyone who has been on a serious job hunt has quite likely encountered periods of rejection shock after having been turned down from several promising jobs; it's only natural that self-doubt and dejection, a low personal esteem will tend to set in. The harder one tries, the more keenly disappointed he or she may be.

Rejection shock, however, is one of the worse and most insidious enemies of a successful job search. Unless it is effectively controlled, it cannot only sabotage all prospects of employment, but can do serious emotional damage to the job hunter as well.

The important thing, of course, is to never give up. You know that you face being turned down on every job you apply for, so be prepared for that possibility.

Instead of letting rejection shock set in, however, you should attack the problem contructively, continually assessing your job hunting techniques and improving upon them. Try to get as much feedback as possible from the employer that turns you down, inviting him or her to be quite candid with you in the reasons why you weren't hired. Ask for suggestions on how you may improve yourself so that the next time you may be more successful.

And remember, no matter how discouraged you may become, that everyone can get a job if he/she really wants one and is willing to put forth the effort it takes.

YOU'RE HIRED

Getting a job isn't an everyday occurrence for the individual, but just the same, there are certain things that need to be considered, and other things that need to be done, perhaps more than can be listed here. However, presented herein are some general notions and guidelines that will undoubtedly assist the jobhunter in getting a job.

Forms to be Completed

Social Security. Your employer will need to have your social security number because an amount will be deducted from your paycheck and deposited in your federal social security account, with your employer matching each deduction by contributing an equal amount to your account. Social security retirement, survivors' and disability benefits and sometimes hospital insurance benefits are paid for by contributions based on your earnings, so that funds will become available when you become eligible through disability or retirement.

Employee's Withholding Allowance Certificate. Your employer must withhold a certain amount of your earnings and turn it over to the federal and state governments for payment of your taxes. Upon being hired, you will be required to complete a Form W-4 (Employee's Withholding Allowance Certificate) or a Form W-4E (Exemption Form Withholding).

Insurance Forms. If your employer provides insurance for you, it will be necessary for you to complete a medical history and insurance application form, giving the details of your personal health and your family's health history.

Other Forms. In addition to the federal and state tax forms, there may be many other forms you will be required to complete. Examples of these might be agreement forms, assurances, waivers, and detailed personal history forms. Be sure you understand the purpose of each form you sign, however, and how it will be used.

Labor Unions and Professional Groups

Only a few years ago, unions and professional organizations were distinctly different groups. Union membership was largely comprised of craftspersons and laborers, while professionals included mostly college-educated and credentialled persons engaged in a given discipline or special type of work.

Now, however, the functions of both types of groups have changed and seem to be combining in common efforts. Chances are, you will be given a choice of whether or not to join a union or a professional organization, since one or the other covers most jobs today.

Contracts. Whether or not you actually sign a written contract form in accepting employment you have actually established a contract between you and your employer, wherein you agree to do certain things in return for a given amount of renumeration and benefits. In some cases, however, it is necessary to put the terms of such an agreement in the form of a written contract so that there is no possibility of misunderstanding on the part of either you or your employer. Usually a written contract is developed if the employer plans to invest quite a bit of training in you, or to cover other special provisions of the terms of your employment, such as bonding, minimal lengths of employment terms, and so forth.

Employee Benefits

Once you have established what constitutes your half of the agreement--what you must do, how well, and under what conditions--you and your prospective employee should together explore the other side of the bargain: What the employer will give you in return.

However, in looking at the long-range rewards of a job, there are more things to take into consideration than salary, because often a seemingly low-paying job with good benefits will net you more over the long haul than one that offers much higher earnings. In fact, benefits are a way for the employer to give you more rewards than the company could by giving you the same amount of money. Here are some examples:

Insurance. Frequently the employer will pay for your health and medical insurance and in doing so, usually gets you better coverage than you could get on your own with the same amount of money.

Vacations. The length of vacation and whether it's paid or not is a very important benefit. Check on this, on sick leave policy, "personal" days, and other forms of discretionary absences.

Expense Accounts. Most jobs that require out of pocket expenses have liberal expense repayment. Sometimes it's possible to be granted an expense account that is as large as the salary. Many companies offer other things too, like free coffee, free uniforms, free transportation, inexpensive lunches at the cafeteria, a company car and free parking, where you'd have to pay for these yourself otherwise.

Job Descriptions

Usually most or all of the jobdescription will be covered in the job interview or shortly thereafter, but the main thing is to have all the facts

before agreeing to take the job. Essentially, you need to find out:

1. What it is you must do. Try to get a complete description of the tasks, responsibilities, and day-to-day functions that you will be expected to perform. Many employers nowadays have a written job description which covers the requirements and duties of the job. If none is available, be sure to review all the details of the job--particularly if it has a very general title, like "Assistant" or "Helper" or "Manager"--so that you know beforehand exactly what you will be expected to accomplish.

2. To what degree or how well it must be done. Find out how your performance will be evaluated and the full extent of your responsibilities. Just finding out what it is you must do isn't enough: You must also find out how far you must go in doing it acceptably.

3. Under what conditions you must do it. Often neglected, this is an extremely important aspect of the job description. All the conditions that impact upon your accomplishing the job, including not only just the physical but the psychological, seasonal, and enviromental, and social as well must be carefully reviewed.

The physical setting in which you will work the hours, the kinds of people you will work with, the kinds of equipment you will use—all of these can be very decisive factors in your job satisfaction and success. Be sure to get <u>all</u> the facts about the job before you accept it.

JOB SURVIVAL

You and your supervisor--a good relationship between worker and supervisor is one based on mutual respect. "Usually the supervisor affects the success or failure of your job more than any other individual besides yourself."

What you can expect from your supervisor (employer)

1. Prompt payment of salary.
2. Safe working conditions.
3. Complete explanation of accepted performance and procedures.
4. An acceptable social situation.
5. Proper training.
6. Periodic evaluation of performance.
7. Proper notice for change in responsibility and/or performance.
8. Fringe benefits that are normally provided.
9. Notice of advancement opportunities.

What is expected of you:

1. Capability.
2. Dependability and promptness.
3. Cooperation.
4. Initiative.
5. Loyalty and honesty.
6. Acceptance of assignments and responsibilities.
7. Acceptance of criticisms.
8. Efforts for improvements.
9. Pleasant disposition.

You and Your Co-workers

If one is successful here in working relationships chances of being successful on the job will be greatly increased.

Getting along with Co-workers

1. Emotional consequences: Being associated with a group of people six, seven, eight or more hours a day with whom you cannot properly communicate or in a situation in which you are not socially accepted, can be emotionally disturbing.

2. Effect on total production: An effectively operating team is required to realize maximum production.

Your Attitude - Very important

1. Be pleasant, smile.
2. Be positive and not negative.
3. Be helpful.
4. Be interested.
5. Be tactful.
6. Accept change
7. Don't alibi - accept responsibility for everything you do.

JOB ADVANCEMENT

Many persons strive long and hard to get a job, only to become mediocre employees. Frequently the result is a vicious circle, where the employee can't advance because he or she isn't putting forth top performance, and isn't performing as well as he or she could, because there seems to be little hope of advancement. Where this happens, the person may quit or be fired and go on to another job, where the same thing may happen--all because the person becomes stagnant, not knowing how to take the steps to better job success and greater personal regards.

While the terms of success may only be defined according to your own individual sense of values, There are certain principles associated with what may be considered with getting ahead on the job. Just as all jobs have many things in common, successful employees share certain common traits. Here are some selected pointers on how to make yourself into a key employee:

1. Be the best; be a pro. Prove yourself as a professional in your job, carrying your full load and accomplishing your duties with a sense of craftsmanship and timeliness.

2. Really get to know the company or organization that you work for and all it does, but without stepping on anyone's toes or making them feel threatened by your persistent interest.

3. Master a specialty related to yours--this frequently will give you the chance to shine in doing something "above and beyond the call of duty."

4. Take part in the company's special activities; do more than your part to make them all a huge success. Take on only responsibilities you can handle, though.

5. Learn something crucial--every business has aspects of its operation that are 1) critical, 2) better done by one person. Develop leadership.

6. Build good personal relationships both with your supervisors and your fellow employees on an individual basis.

Here's a humorous approach to getting a raise, but one that reflects a sound philosophy:

1. Be sure you have earned it.
2. Be sure your boss knows you have earned it.
3. Be sure your boss knows that you know you have earned it.
4. Be sure your boss knows that you know that he knows you know that you have earned it.

TERMINATION OF EMPLOYMENT

Often the circumstances under which you leave a job directly affect the process of getting another job, so it is best that you learn the proper way to resign from a job. Here are some pointers:

1. Don't "tell off your boss" and stomp out the door, slamming it behind you. If you have a lot of negative feelings and poor attitudes about the job, that's exactly what is liable to happen as a result of an eventual confrontation. Under circumstances like those, it's far better to quietly give at least one pay period's notice and to continue doing your work until you can leave without creating an awkward situation. Or, you could go on working as usual and be looking for another job, deferring giving proper notice until you have secured another job.

2. Never ask your boss whether or not you should quit; it's entirely your decision and one that you must shoulder yourself.

3. Proper notice is essential. Two weeks' notice is the minimum that you should give, and if you're paid monthly, you should provide a month's notice.

4. Arrange a smooth transition of your duties and responsibilities. Leave the company your forwarding address or instructions on how to get in touch with you, should something come up.

5. Give a personal goodbye to everyone you have worked with and let them know you have enjoyed working with them. Don't bad-mouth anyone.

If you will follow these principles, your exit will leave the door open behind you for future references and in case you should ever want to work there again.

Why employees are fired

The following list of qualities are cited as the most frequent reasons for dismissing employees:

1. Carelessness.
2. Unwillingness to follow rules.
3. Inability to get along.
4. Laziness.
5. Troublemaking.
6. Dishonesty and disloyalty.
7. Too much attention to outside interests.
8. Lack of initiative
9. Too little or too much ambition.
10. Irresponsibility
11. Misrepresentation.
12. Disobedience.
13. Lack of adaptability.

Shock of Job Loss

No matter how you slice it, being out of work--no matter how it happens--can be tough. Now, in addition to keeping up with the debts you incurred while you were working and the insecurity associated with being out of work, you've got to renew your job hunt, starting all over again. Here are some pointers and reminders to guide you:

1. Remember your original list of personal contacts? Well, now is the time to resurrect and update them, adding the contacts you've met since then.

2. Redo your resume, adding the experience and knowledge you've gained, plus any training.

3. Put out feelers. Write letters; visit the employment service and employment agencies; visit the most promising companies; scan the want ads, (and perhaps you could put a "position wanted" ad in yourself) and use the connection you've developed on your last job.

4. The conditions under which you left your former job become more and more critical at this point. Whether or not your former employer will give you good recommendations may determine whether or not you get the next job you want. If the conditions were unfavorable, try to patch things up after allowing a reasonable time for things to cool off. If the conditions were favorable, stay in touch with your former employer and keep him or her apprised of your progress.

5. You must always show your former employer as a reference, because he or she will no doubt be contacted anyhow--and especially if his or her name is conspiciously absent.

6. Always look on the brighter side when in between jobs--you have the opportunity to get a better job than the one you just left.

7. Make the law of averages work for you—the more people you see, the more chances you have of getting a job.

8. Remember that there's no such thing as not having a job. If you're unemployed you have a full time occupation of finding a job.

EQUAL EMPLOYMENT RIGHTS

Today, the relationships between the basic rights of equality--as intended and guaranteed by the U.S. Constitution--and the employment and work practices as they exist have been greatly clarified by a series of milestone legislative actions and Executive Orders which both individually and collectively spell it out: Equal employment opportunity means that there will be no discrimination because of race, color, creed, sex, age, national origin, physical or mental disability, or political affiliation or belief. These legislative actions and Executive Orders:

1. Title VII of the Civil Rights Act of 1964.
2. Equal Employment Opportunity Act of 1972.
3. Executive Order 11246 (as amended by Executive Order 11375).
4. Office of Federal Contracts Compliance Orders 4 and 14.
5. Equal Pay Act of 1963.
6. Age Discrimination in Employment Act of 1967.
7. Title VI of the Civil Rights Act of 1964.
8. National Labor Relations Act and related laws.
9. Title IX, Education Amendments Act of 1972.
10. Civil Rights Act of 1866 and 1970.
11. Equal Protection Clause of the 14th Amendment.

...all serve to clarify and underscore how our basic belief in equality is to be applied to the World of work and define what we mean by equal employment opportunity.

What does it Mean to Me?

It means that no one can refuse to let you apply for a job on the grounds of your race, color, creed, sex age, national origin, physical or mental disabilities, or political beliefs.

It means that no one can deny you a job for anyone of those reasons, either. Fitting into any one kind of pattern based on those characteristics shouldn't cause you to get a job, nor should it prevent you from getting one. As seen in former chapters, there are plenty of other things to judge you on--your abilities and talents, your education, your skills, and your attitudes, and so on. All of those factors should determine whether you get the job, not your race, color, creed, sex, age, national origin, physical or mental disability or political belief.

It doesn't mean that once you get a job, that you can't be fired, laid off--or even demoted; it does mean that none of these actions may be based on race, color, creed, sex, age, national origin, physical or mental disability, or political belief.

It means that no one may receive different treatment because of these factors. Salaries, benefits, working conditions, promotions, layoffs--none of these may be based on race, color, creed, sex, age, national origin, physical or mental disability, or political belief.

Affirmative Action

In an effort to bring equality in employment opportunity to the disadvantaged and to those minority groups that have been formed by discrimination in the past, affirmative action is a comprehensive program that aids companies and organizations operating under any kind of government contract or meeting interstate commerce guidelines or hiring over fifteen employees to set goals for hiring minorities and the disadvantaged. Under the provisions of affirmative action any governmental agency, any corporation or private company receiving any kind of public funds, or any company subject to the rules of interstate commerce of any company of a specified size must

actively participate in the hiring of minorities and disadvantaged persons, showing preference where possible. This way, persons such as disabled veterans, women and other minority group representatives and other special population groups are assured of having a chance at a job.

PUTTING IT ALL TOGETHER

Students completing this handbook will be better able to evaluate the different roads one may travel in search of employment. The job search is a full-time job if you are unemployed. This is one job you must work hard at if you are to be successful in getting employment.

There is no sure way to seek employment and be assured it will work. If some information in this handbook doesn't seem to work for you adopt it to fit your job search.

If a job is not available in your career field in the area you live, don't be afraid to move to :o another area of the state or country.

After you have found the job you want continue your education and training so that you may receive job advancements within the company you work.

POCKET RESUME

EDUCATION	Name & Address of School	HOW LONG ATTENDED	YEAR GRADUATED	COURSE OR DEGREE
HIGHEST GRADE COMPLETED				
OTHER TRAINING ETC				
TOOLS EQUIPMENT MACHINES OPERATED				

WORK EXPERIENCE • EMPLOYMENT RECORD •

EMPLOYER'S NAME AND ADDRESS	NAME OF SUPERVISOR	FROM	TO	WAGE OR SALARY

REFERENCE	ADDRESS	PHONE NUMBER

PREVIOUS ADDRESSES

NUMBER	STREET	ZIP CODE	TELEPHONE NO.

OTHER INFORMATION

SOCIAL SECURITY NO.

Check List For Job Interview

PREPARATION

- ☐ Learn something about company.
- ☐ Have specific job or jobs in mind.
- ☐ Fill in Pocket Resume.
- ☐ Review, in your mind, your qualifications for job. Be prepared to answer broad questions about yourself.
- ☐ Bring any military discnarge papers:

APPEARANCE

- ☐ Freshly scrubbed
- ☐ Well groomed.
- ☐ Suitable dress.
- ☐ Make-up in good taste.

INTERVIEW

- ☐ Be prompt.
- ☐ Answer questions directly and truthfully.
- ☐ Be well mannered.
- ☐ Use proper grammar and good diction.
- ☐ Be enthusiastic and cooperative.
- ☐ Don't be afraid to ask questions.

TEST

- ☐ Listen to instructions.
- ☐ Read each question carefully.
- ☐ Write legibly.
- ☐ Don't dwell too long on one question.

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State Board of Education
Illinois Office of Education

Joseph M. Cronin
State Superintendent of Education

Department of Adult, Vocational and
Technical Education

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